



# **Bridge Plan for Academic Validation**

## **Administrative Manual**

August 2013



# INTRODUCTION

The Maryland State Board of Education requires students who entered grade nine in the fall of 2005 or later to pass Maryland High School Assessments (HSA) in three content areas, as well as meet other graduation requirements, in order to receive the Maryland High School Diploma. The three assessments are algebra/data analysis, biology, and English. In addition, the Government has been reinstated. Students entering 9th grade in school year 2013-2014 and beyond **MUST** also pass the Government HSA.

High school students have three ways to meet the High School Assessment requirement:

1. Achieve passing scores as set by the State Board of Education on each of the assessments,
2. Achieve the designated combined score on all assessments, or
3. Successfully complete the Bridge Plan for Academic Validation for those assessments which the student has not achieved the passing score.
- 4.

Starting with the administration of the Government HSA in the 2012-2013 school year, the following rules apply: Students entering 9th grade in the 2012-2013 school year or in a prior year (*including students who entered 9th grade in 2011-2012, 2010-2011, or 2009-2010*) do not need to pass the government HSA for graduation but may choose to apply the score toward a combined score. These students have two options to meet the combined score option.

1. Students **MAY** achieve a combined score of 1602 on the English, Algebra/Data Analysis, Biology, and Government HSAs. **OR**
2. Students **MAY** achieve a combined score of 1208 on the English, Algebra/Data Analysis, and Biology HSAs.

The Bridge Plan for Academic Validation – approved by the State Board of Education and included in the Code of Maryland Regulations (COMAR) – provides a process that helps ensure all students have a fair opportunity to demonstrate their knowledge and skills if traditional testing instruments are not effective measures for them. The Bridge Plan for Academic Validation reflects research into similar plans for alternatives to passing State assessments currently in place in numerous other states across the country. It has particular implications for students with disabilities, students with 504 Plans, English Language Learners, and students who experience test anxiety or who do not perform well on a traditional test.

This *Bridge Plan for Academic Validation Administrative Manual* contains guidelines to

- Ensure that students meet eligibility criteria
- Communicate with students and parents/guardians
- Secure materials
- Assign project modules to students appropriately
- Assist and monitor students as they complete the Bridge Plan process, and
- Review and score a student's Bridge Plan for Academic Validation submission.

For more information, visit the web sites listed below or call the Maryland State Department of Education Office of Academic Policy at 410-767-0473.

- Maryland High School Assessments or Bridge Plan for Academic Validation, go to [HSAexam.org](http://HSAexam.org) or to [MDK12.org](http://MDK12.org)
- Maryland State Department of Education, go to [MarylandPublicSchools.org](http://MarylandPublicSchools.org).

# KEY ACRONYMS AND DEFINITIONS

Academic Validation---The process of assessing a student's project.

Accommodations---Instructional modifications that are allowed and provided for students with disabilities and are included in the student's Individualized Education Program (IEP).

Bridge Plan Coordinator--- A school system person identified as the lead person to facilitate the Bridge Plan program for that school system.

Combined-Score Option---An opportunity for students to meet the High School Assessment testing requirement by achieving a combined test score of 1208 on all three required HSA tests.

Content Areas---The three HSA curricular areas: English, Algebra, and Biology.

Content Expectation---Specific performance indicators within a Content Area. Project Modules are developed for each Content Expectation.

HSA/Mod-HSA---High School Assessment. Modified High School Assessment, an alternative for students with disabilities who meet specific participation criteria based on their IEP.

LAC---The Local Accountability Coordinator for the school system.

LEA---The local educational agency or school system.

Local Review Panels---A group of content-specific individuals from the local school system who assess student Bridge Plan projects.

Non-Secure Materials---Materials in the public domain and available for public review.

Parallel Paths---The term refers to the student's option to enter into a Bridge Plan program and, at the same time, continue to take the HSA to meet the diploma requirement.

Project Modules---These are the individual student Bridge Plan projects aligned with each Content Expectation for the content areas.

Project Monitors---School-based individuals assigned to help students participating in the Bridge Plan.

Project Monitor Guides---Specific directions and resource information that is provided to Project Monitors to use in assisting students who are working on Bridge Plan projects.

Review Panel---Group of content-specific persons who assess student projects; may be local or regional.

Scoring Guides---Tools provided for review panels to use in assessing student projects.

Secure Materials---Materials not in the public domain and not available for public review.

Student Planner and Agreement ---The mandatory form which must be completed before a student participates in the Bridge Plan program.

System Coordinators---The title used by some school systems for the person in that school system who facilitates the Bridge Plan program.

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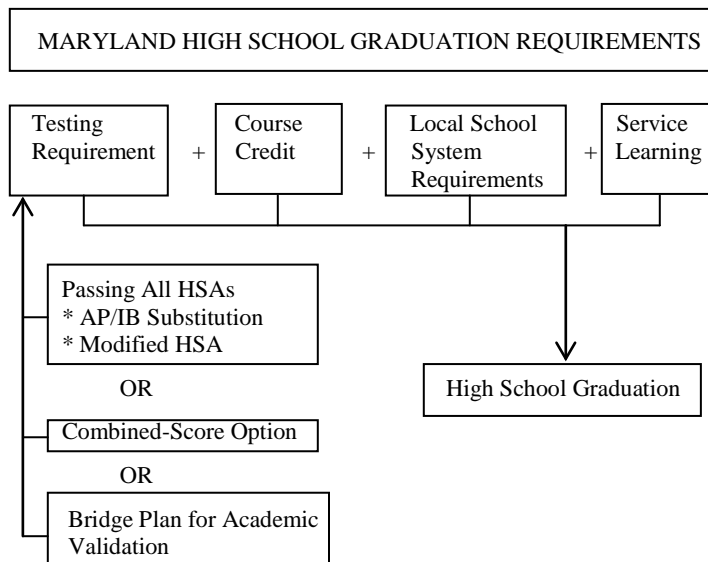
Bridge Plan for Academic Validation Student Planner and Agreement
Bridge Plan for Academic Validation Package Submission Form
Non-Disclosure Agreement (Revised)
Review Panel Recommendation to Superintendent
Sample Letters for Local Superintendent
Bridge Plan for Academic Validation School-based Implementation Guide
Validation Center Protocols
Student Record Card Sample

# SECTION 1: STUDENT PARTICIPATION

## Maryland High School Graduation Requirements

For a student to graduate from high school with a Maryland High School Diploma, he/she must meet the following graduation requirements [Figure 1]:

**Figure 1: Maryland Graduation Requirements**



- **Complete all State course requirements -- 21 specified credits**
- **Complete all local graduation requirements.** Local school systems frequently add course and other requirements beyond the State's minimum requirements.
- **Complete State service-learning requirements -- 75 hours or equivalent**
- **Complete all State testing requirements.** Students entering grade 9 in or after fall 2005 must meet the testing requirement using one of the three options below. Each of the three options is a separate path for meeting the testing requirement for graduation. Students can be working on more than one option at any given time. This is referred to as working on parallel paths (*see Step 2: Participate in High School Assessments – Parallel Paths*).

**Option 1: Pass each of the High School Assessments (HSAs)** Advanced Placement (AP) or International Baccalaureate (IB) Tests – For students who have earned a score approved by the Maryland State Department of Education (MSDE) on the HSA-related AP or IB test. Scores on HSA-related AP exams must be 3 or above; scores on HSA-related IB exams must be 5 or above.



- Modified HSA (Mod-HSA) – An alternative test for students with disabilities who meet the specific participation criteria based on their Individualized Education Program (IEP).

**Option 2: Achieve the Combined Score** – Earn the MSDE-required combined score on the HSA tests. Students do **not** have to earn a minimum score on any of the tests.

**Option 3: Use the Bridge Plan for Academic Validation** – Meet the eligibility criteria and successfully complete the Bridge Plan for Academic Validation for the HSA content-related course. This option is to be used only when a student is not successful passing the tests and will likely be unable to use the Combined-Score Option. The Bridge program is an academic intervention which provides an alternative means for eligible students to secure a high school diploma.

The Bridge Plan has particular implications for students with disabilities, students with 504 Plans, and English Language Learners (ELL) by allowing a student to demonstrate content mastery using a method other than a traditional test. The Bridge Plan can also have significant value for students who experience test anxiety or who do not perform well on a traditional test.

The Bridge Plan does **not** change the Maryland graduation requirements. The Bridge Plan does provide a path to graduation that is meaningful, rigorous, and clearly tied to State standards. Expecting any less would give students a route around meeting the testing requirement. Expecting any more would prevent students who can legitimately meet the standards from having an opportunity to do so through alternate means. Successfully completing a Bridge Plan is not meant to indicate that the student has passed the related content HSA exam.

In order for a student to be eligible to participate in the Bridge Plan, he/she must:

- 1) Be firmly on the path to completing the requirements for graduation,
- 2) Have taken the same HSA exam TWICE without passing or meeting the Combined-Score Option, and
- 3) Have participated in locally-administered or approved assistance.

(Note: A student may begin work on a Bridge Plan project while awaiting the results of his/her second attempt to pass the exam.)

In collaboration with parents and other appropriate persons, students who qualify for the Bridge Plan will be assigned project modules, be given an opportunity to complete the project modules assigned, and be subject to a careful review of his/her work based on detailed State guidelines and scoring rubrics. In some instances, it may be to a student's advantage to make an oral presentation about the work done to complete the project modules.

## Bridge Plan for Academic Validation Steps

The Bridge Plan is comprised of four steps:

- Step 1: Progress toward Meeting Graduation Requirements
- Step 2: Participate in High School Assessments
- Step 3: Meet Eligibility Criteria
- Step 4: Participate in the Bridge Plan for Academic Validation

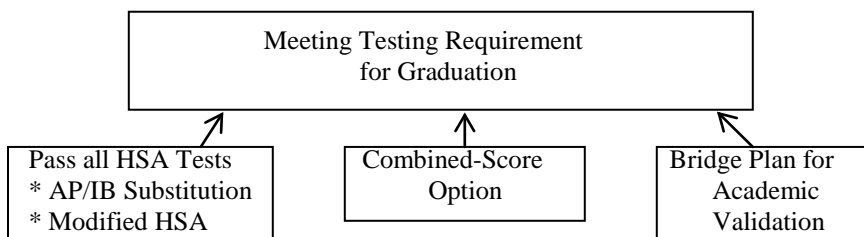
### Step 1: Progress toward Meeting Graduation Requirements

The Bridge Plan does **not** replace other graduation requirements. A student cannot use the Bridge Plan unless he/she is clearly on the path to successfully meeting all other graduation requirements – State and local course credits, service-learning requirements, and other local requirements – and is clearly not finding success with the HSAs, Combined-Score Option, or, if eligible, the modified HSAs.

### Step 2: Participate in High School Assessments

Students entering grade 9 in or after fall 2005 must meet the testing requirement for graduation using one of three options: Pass the HSA tests, use the Combined-Score Option, or use the Bridge Plan [Figure 2].

**Figure 2: Graduation Testing Options**



Students must take each HSA test upon successful completion of the corresponding HSA course (i.e. algebra/data analysis, biology, and English 2). Students with 504, IEP, or ELL Plans must receive the same accommodations prescribed within his/her plan when taking the HSAs.

### Passing the HSAs

Students who meet or exceed the passing score on each of the HSAs will have fulfilled the testing requirement for graduation.

Passing Scores for HSAs	
Assessment	Passing Score
Algebra/data analysis	412
English	396
Biology	400
Government	394

Students who do not pass one or more HSAs or Mod-HSAs must be offered locally-administered or approved assistance. *The student is responsible for taking advantage of the assistance to help prepare for retesting.* A student who is considering the Bridge Plan for a specific HSA content area is required to retake the test a second time as well as participate in locally-administered or approved assistance.

- **Locally-administered or approved assistance.** Each local school system has developed strategies for providing content-specific assistance to students who have not passed one or more HSAs or Mod-HSAs. These opportunities could include sample test reviews, tutoring, or after-school or Saturday instruction. The school will determine what type(s) of assistance will be provided to students.

The student is responsible for taking advantage of the assistance to help prepare for retesting. A student considering using the Bridge Plan is required to participate in locally-administered or approved assistance.

- **Retesting.** A student who does not pass an HSA or Mod-HSA the first time should retake the test at least once more. Students are encouraged to retake the assessments multiple times. There is no limit to the number of times a student can take the test. Retesting opportunities are available in October, January, May, and in the summer, with a fifth test administration available for seniors in April.

### **Combined-Score Option**

Students who do not pass one or more HSAs or Mod-HSAs may meet the testing requirement using the Combined-Score Option.

Starting with the administration of the Government HSA in the 2012-2013 school year, the following rules apply: Students entering 9th grade in the 2012-2013 school year or in a prior year (*including students who entered 9th grade in 2011-2012, 2010-2011, or 2009-2010*) do not need to pass the government HSA for graduation but may choose to apply the score toward a combined score. These students have two options to meet the combined score option.

1. Students **MAY** achieve a combined score of 1602 on the English, Algebra/Data Analysis, Biology, and Government HSAs. **OR**
2. Students **MAY** achieve a combined score of 1208 on the English, Algebra/Data Analysis, and Biology

To use the Combined-Score Option, a student must earn the combined score when all HSA test scores are added together. The Combined-Score Option allows a student to offset a low HSA score in one content area with a higher HSA score in another content area [*Figure 3*].

**Figure 3: Combined-Score Option**

HSA Content Area	Passing Score	Combined-Score Sample
Algebra/Data Analysis	412	407
Biology	400	405
English	396	406
Government	394	384
<b>Combined Total</b>		1602

↓

Meets Testing Requirement for Graduation
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The Combined-Score Option does not require a student to achieve a minimum score on any of the HSAs.

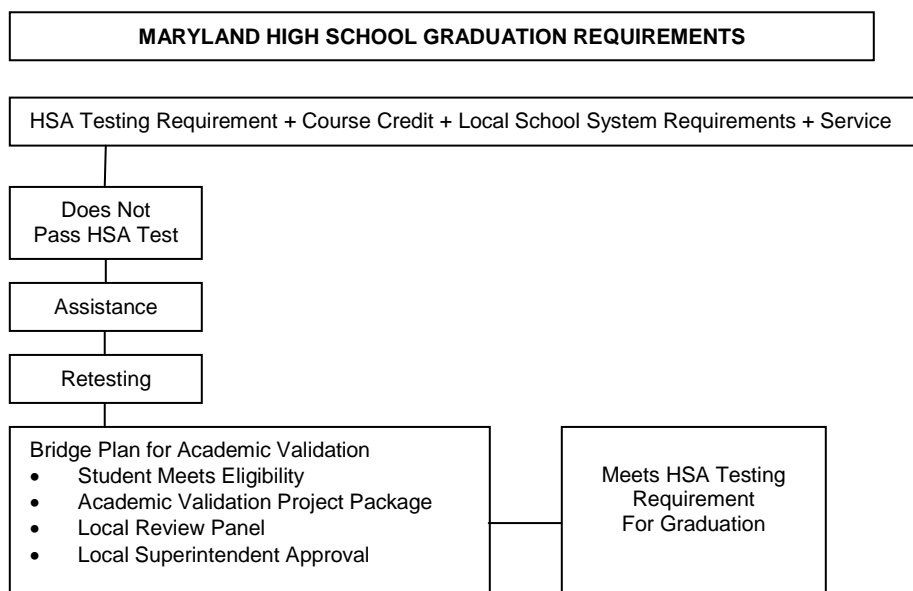
Note that students entering 9th grade in the 2012-2013 school year or in a prior year (*including students who entered 9th grade in 2011-2012, 2010-2011, or 2009-2010*) do not need to pass the government HSA for graduation and may meet a combined score of 1208 on Algebra/Data Analysis, Biology, and English. However, these students may choose to take and apply the Government HSA score toward a combined score of 1602.

### **Bridge Plan for Academic Validation**

The Bridge Plan is **not** a shortcut around the testing requirement for graduation. The Bridge program is an academic intervention which provides an alternative means for eligible students to secure a high school diploma. Students are strongly encouraged to participate in appropriate locally-administered or approved assistance and continue retesting to meet the Combined-Score Option. However, if a student's highest score for any specific HSA is significantly lower than the passing score for that test and/or the student does not do well on traditional tests, he/she may choose to explore the Bridge Plan with a designated school staff member. Successfully completing a Bridge Plan is not meant to indicate that the student has passed the related content HSA exam.

If the Bridge Plan is chosen, the student must meet the eligibility criteria [Figure 4] before being assigned one or more rigorous project modules. The number of project modules a student must complete is determined by the student's highest score earned on the specific HSA test (*see Section 2: Project Content Expectations -- Assigning Project Modules*)

**Figure 4: Bridge Plan for Academic Validation**



The local school system will determine the year a student may begin work on a Bridge Plan.

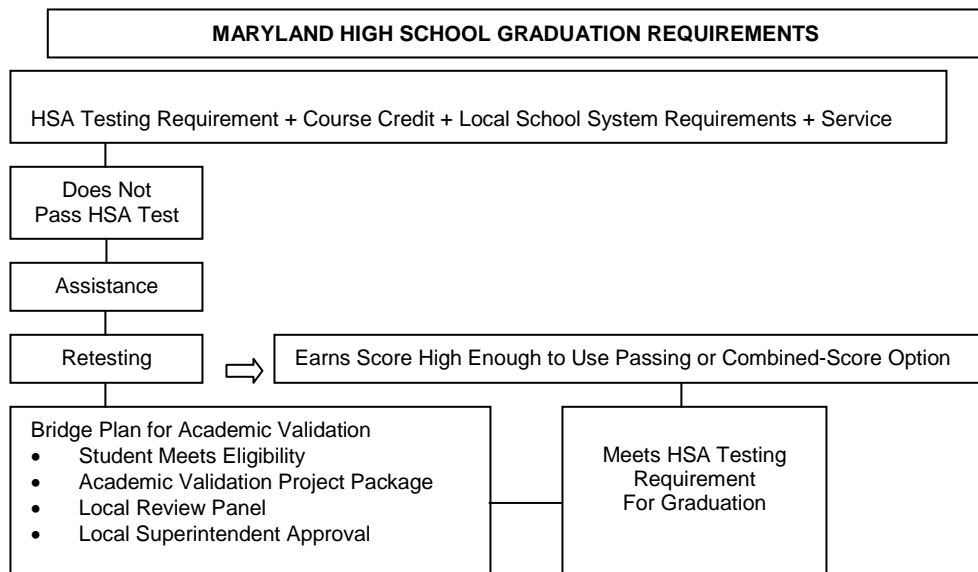
### Parallel Paths

Each of the three options — passing the HSAs, Combined-Score, or Bridge Plan — is a separate path. Students can be working on more than one of the three options at any given time. This is known as working on a parallel path.

*Example:* A student working on a parallel path could be participating in locally-administered or approved assistance and continuing to retake the HSAs in order to earn a passing score or a score that will allow the student to use the Combined-Score Option.

*Example:* A student working on the Bridge Plan could continue to take the HSAs in order to earn a passing score or a score that will allow the student to use the Combined-Score Option [Figure 5].

**Figure 5: Parallel Path**



### Step 3: Meet Eligibility Criteria

The three eligibility criteria for participating in the Bridge Plan are described in the Code of Maryland Regulations (COMAR) adopted by the State Board of Education. A brief explanation of the regulation follows.

- **Test Performance.** *Two or more unsuccessful attempts to earn at least the passing score on the HSA for which the student intends to use the Bridge Plan.*

Regulation: COMAR 13A.03.02.09B(d)(2) states, “A student may participate in the Bridge Plan for Academic Validation if the student has: (i) failed one or more High School Assessments at least twice; and (ii) received a passing grade and earned credit in the course(s) related to the assessment(s).”

Explanation: A student can only access the Bridge Plan for a specific HSA content area after he/she has passed the related course but has not passed the HSA or Mod-HSA test (even if the student has only taken the HSA one time), has participated in local intervention, and has taken the HSA for the second time. This allows students extra time to begin Bridge projects before they receive their HSA test results.

- **Assistance Participation.** *Student participation in any locally-administered or approved assistance.*

Regulation: COMAR 13A.03.02.09B(d)(2)(v) states, “A student may participate in the Bridge Plan for Academic Validation if the student has: ... (v) participated successfully in appropriate assistance as defined in COMAR 13A.03.02.07(D) after having failed the High School Assessment(s).”

Explanation: The requirement for student participation in locally-administered or approved assistance provides evidence that the student has worked in good faith toward passing the HSA(s). The evidence of “successful participation” can be defined by the local school system and should include consideration of the student’s grades or scores, or other evidence that the student worked to be adequately prepared to retake the test.

To ensure students have access to meaningful assistance, the local school system is required to offer content-specific assistance to any student who did not pass the HSA-related test. This assistance can take many forms, such as courses, tutoring, after-school programs, and online coursework. The school system can credit the student with assistance obtained from a provider other than the school system if it has evidence that the assistance is appropriate and focused on the HSA test content.

- **Academic Progress.** *Satisfactory progress toward all other State and local graduation requirements.*

Regulation: COMAR 13A.03.02.09C(d)(2) indicates a student may participate in the Bridge Plan for Academic Validation if the student has: ... received a passing grade and earned credit in the course related to the assessment(s); demonstrated overall satisfactory attendance in the most recent school year; demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2)....

Explanation: Maryland has an expectation of satisfactory progress toward the diploma as indicated in two ways:

- Satisfactory Grades – Passing HSA-related courses; and
- Satisfactory Attendance – Demonstrating satisfactory attendance in the most recent school year.

Both of these indicators will be determined according to local school system procedures and policies.

A student can participate in the Bridge Plan only if the student is demonstrating satisfactory progress toward achieving a high school diploma as determined by the local school system. The local school system may revisit the student’s eligibility to continue the Bridge Plan if the student is no longer making satisfactory progress toward graduation.

#### **Step 4: Participate in the Bridge Plan for Academic Validation**

Once a student is eligible for the Bridge Plan, the student and his/her parent/guardian will meet with designated school staff to begin planning for the Bridge Plan, using the Bridge Plan for Academic Validation Student Planner and Agreement.

This form was designed to ensure that the student, his/her parent/guardian, and designated school staff are aware of and in agreement of what the student must accomplish in order to use the Bridge Plan to meet the testing requirement for graduation. Local school systems

may also want to include additional information about the student to reflect the school system's specific procedures. Local school systems will need to include any accommodations required if the student has an IEP, ELL Plan, or 504 Plan.

The completed Bridge Plan for Academic Validation Student Planner and Agreement and information can be maintained and tracked electronically but need to be easily accessible for follow-up work and possible review.

### **Student Responsibilities**

The Bridge Plan for Academic Validation provides eligible students an additional opportunity to meet the testing requirement that will lead to a Maryland High School Diploma. Students must demonstrate defined knowledge and skills to graduate, either through the traditional HSA testing program, which includes passing or earning a combined score, or the Bridge Plan program.

The student working on the Bridge Plan will need to progress through a series of steps in order to complete the process. The student will need to:

- Attempt to pass all HSA tests or Mod-HSA tests if appropriate
- Attempt to attain the combined score on the HSA required tests
- Retest in content areas in which a passing score has not been reached
- Participate in appropriate assistance
- Meet with an assigned school counselor/advisor to determine the status and options for the student to earn the Maryland High School Diploma
- Choose to participate in the Bridge Plan program
- Complete and sign the required Bridge Plan for Academic Validation Student Planner and Agreement
- Meet with the designated school staff person to review the assigned project modules, discuss the requirements of the project modules, and plan a schedule for completion
- Complete the project and submit it to the school Project Monitor.

Students are expected to take advantage of the instructional interventions provided by the school to help them complete project modules successfully. These may include:

- Classes scheduled during the school day
- Interventions that removes a student from elective class or classes during the day
- Extended school day programs
- Saturday programs
- Approved independent study.

### **Parent/Guardian Responsibilities**

Parents play an important role in assisting their students in their choice to participate in the Bridge Plan program. Students under 18 years of age must have parent/guardian consent to participate in the program. Students 18 years or older do not need parental consent unless the student has a disability with an applicable IEP.

It is the responsibility of the parent/guardian to:



- Become fully aware of the student's academic status and the progress toward meeting the testing requirement in order to earn a Maryland High School Diploma
- Meet with designated school staff regarding the student's graduation status and available options to secure a Maryland High School Diploma
- Participate in the meeting with the Project Monitor to determine the project module(s) the student will complete
- Sign the required form in the Bridge Plan process\* (see the Bridge Plan for Academic Validation Student Planner and Agreement)
- Monitor the student's progress toward completing the assigned project module(s).

*\*The school shall make every effort to have the parent/guardian sign the form. It is preferable that the parent/guardian sign the form in person. In those rare cases where every attempt has been made to have the parent/guardian sign the form without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line on the Bridge Plan for Academic Validation Student Planner and Agreement.*

## SECTION 2: PROJECT CONTENT EXPECTATIONS

The HSA tests are based on specific performance indicators, or Content Expectations (*see below*), within the Voluntary State Curriculum/Core Learning Goals. Bridge Plan project modules address the same content areas or expectations as the HSA tests, that is, each project module covers specific content a student would be expected to know, or have mastered, in order to pass the HSA test. The following are the HSA course/content areas and Content Expectations:

### English

- Reading Comprehension and Interpretation
- Making Connections and Evaluations in Reading and Literature
- Composing in a Variety of Modes
- Controlling Written Language by applying the conventions of Standard English

### Biology

- Skills and Processes of Biology (project embedded in other expectations)
- Structure and Function of Biological Molecules
- Structure and Function of Cells and Organisms
- Inheritance of Traits
- Mechanism of Evolutionary Change
- Interdependence of Organisms in the Biosphere

### Algebra/Data Analysis

- Analyzing Patterns and Functions
- Modeling Real-World Situations
- Collecting, Organizing, and Analyzing Data
- Using Data to Make Predictions

### Government

- U.S. Government Structure, Function, and Principles
- Protecting Rights and Maintaining Order
- Systems of Government and Foreign Policy
- Impact of Geography on Governmental Policy
- Economic Principles, Institution, and Processes

## Selecting Project Modules

The student, parent/guardian, and designated school staff member(s) will review and complete the Bridge Plan for Academic Validation Student Planner and Agreement.

Working in collaboration with the student and parent/guardian, the designated school staff will assign a student one or more project modules using the Bridge Plan Project Assignment Chart. The number of project modules for a student to complete in a specific content area is determined by the highest HSA score the student earned on the test he/she has not passed. The project module(s) become the basis for the student's Academic Validation Project Package. To satisfy the HSA requirement, a student must complete all project module(s) as agreed.

<b>Bridge Plan Project Assignment Chart</b>				
<b>No. of Projects to be Assigned</b>	<b>Algebra (passing score 412)</b>	<b>English (passing score 396)</b>	<b>Biology (passing score 400)</b>	<b>Government (passing score 394)</b>
<b>One</b>	390-411	374-395	378-399	372-393
<b>Two</b>	368-389	352-373	356-377	350-371
<b>Three</b>	346-367	330-351	334-355	328-349
<b>Four</b>	324-345	308-329	312-333	306-327
<b>Five</b>	302-323	286-307	290-311	284-305
<b>Six</b>	280-301	264-285	268-289	262-283
<b>Seven</b>	Below 280	Below 264	Below 268	Below 262

Some students may need to complete multiple project modules in the same specific content area. These students will complete a project module from each Content Expectation before they complete any additional modules in a specific Content Expectation. Using the Bridge Plan Project Assignment Chart, the following examples show how project modules could be selected:

*Example:* Student A scored 375 on the Algebra/Data Analysis HSA. This student would complete two project modules. Algebra/Data Analysis has four Content Expectations so the student would work on a project module from any two of the Content Expectations (i.e. Collecting, Organizing, and Analyzing Data and Using Data to Make Predictions).

*Example:* Student B has a score of 305 on the English HSA. This student would be assigned five project modules. Because there are only four English HSA Content Expectations, Student B must complete one project module in each Content Expectation as well as a fifth project module from any of the four Content Expectations.

## Student Work Plan

The student, parent/guardian, Project Monitor, and designated school staff member will complete and sign the Bridge Plan for Academic Validation Student Planner and Agreement.

The Student Planner and Agreement provides a documented record of the student's Bridge Plan process, including:

- First and second (if available) HSA testing results,
- Student's participation in locally-administered or approved assistance,
- ELL, IEP, or 504 Plan designation, if appropriate,
- Project module(s) to be completed,
- Name of Project Monitor,
- Assurances that student is responsible for the submitted work, and

- Completion due date. Due date may be extended by the Project Monitor, if appropriate.

An appropriate school staff member will be assigned the role of Project Monitor and will periodically check the student's progress throughout preparation of the Project Package.

### Opportunities for Assistance

Each local school system has developed strategies for providing assistance to students working on the Bridge Plan. Potential strategies may include opportunities for a student to work on the Academic Validation Project Package in a classroom environment, work online, participate in mentored or monitored independent study, and/or participate in a work group. If a school does provide any of these opportunities, **it is mandatory that the submitted Academic Validation Project Package be solely the work of the individual student.** The Project Monitor may indicate to the student specific areas within a project module that require revision prior to submitting the completed project for scoring.

### Monitoring Student Work

The assigned Project Monitor will periodically review a student's progress and may adjust the student's timeline as necessary. The monitor can facilitate the student's work and advise but must not complete any of the student's Academic Validation Project Package.

The project monitor is an important part of the Bridge Plan for Academic Validation. This person is a school-based individual assigned to guide students through the process of participating in the Bridge Plan. The Project Monitor will periodically review a student's progress toward project completion and may adjust the student's timeline as necessary. The monitor can facilitate the student's work, advise the student *on content knowledge, provide direct instruction when needed, or advise students where to secure content resources.* The monitor must not complete any of the student's Academic Validation Project Package.

### Project Package Submission

Local school systems have the discretion to allow students to submit completed project modules for scoring or the local school system may require students to submit all completed project modules in a content area at one time. Students experience the greatest level of success when they receive timely feedback regarding the disposition of a submitted project. This is particularly crucial when a project is returned for modification and resubmission. When the student has completed the Bridge Plan for Academic Validation Project Package, the designated school staff will submit the package to the Local Accountability Coordinator or Bridge Plan Coordinator (*see Section 4: Academic Validation Review Process*). The student's Bridge Plan for Academic Validation Project Package must include a Bridge Plan for Academic Validation Project Package Submission Form and all supporting material(s) for the completed project modules, including a copy of accommodations if the student has an IEP, 504 Plan, or ELL Plan.

In some cases, it may be to the student's advantage to make a presentation about the work done to complete the project modules. The local school system and school will determine whether a student will make an oral presentation to the Review Panel, submit an audio or video recording, or make the presentation in some other manner. Local school systems determine the format required for all projects submitted for scoring.

## **Project Accommodations**

Project accommodations for students who have an IEP, 504 Plan, or an ELL Plan must be approved and documented according to the procedures and requirements outlined in the document entitled *2007-2008 Maryland Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment (MAM)*. A copy of the most recent MAM is available online at [docushare.msde.state.md.us/docushare/dsweb/Get/Document-53279/MD-AccommodationsManual\\_rev111306.pdf](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-53279/MD-AccommodationsManual_rev111306.pdf).

The school's IEP team will determine what accommodations will be made for a student with disabilities who is participating in the Bridge Plan program. No accommodations may be made for students merely because they are members of a subgroup. Any accommodations must be based on individual needs, not on a category of disability area, level of instruction, environment, or other group characteristics. Responsibility for confirming the need and appropriateness of an accommodation rests with the school system Local Accountability Coordinator or Bridge Plan Coordinator and school-based staff involved with each student's instructional program, including the IEP Team for students with disabilities.

The Project Monitor must include in the Bridge Plan for Academic Validation Project Package the accommodations required for the specific student with an IEP, 504 Plan, or ELL Plan who has chosen to use the Bridge Plan program to meet the testing requirement for graduation.

## **Large Print Materials**

The Bridge Plan for Academic Validation materials will be provided to eligible students who require large print modular materials. Project modules will be sent to each Local Accountability Coordinator or Bridge Plan Coordinator as described in this manual. It is then the responsibility of the local school system to have these project modules reproduced in large print format.

## **Braille-Formatted Projects**

MSDE will survey local school systems before releasing new project modules to determine the need for modules in Braille format. When needed, MSDE will provide modules in Braille format.

## **Verbatim Reading Accommodation and Kurzweil™ Projects on CD**

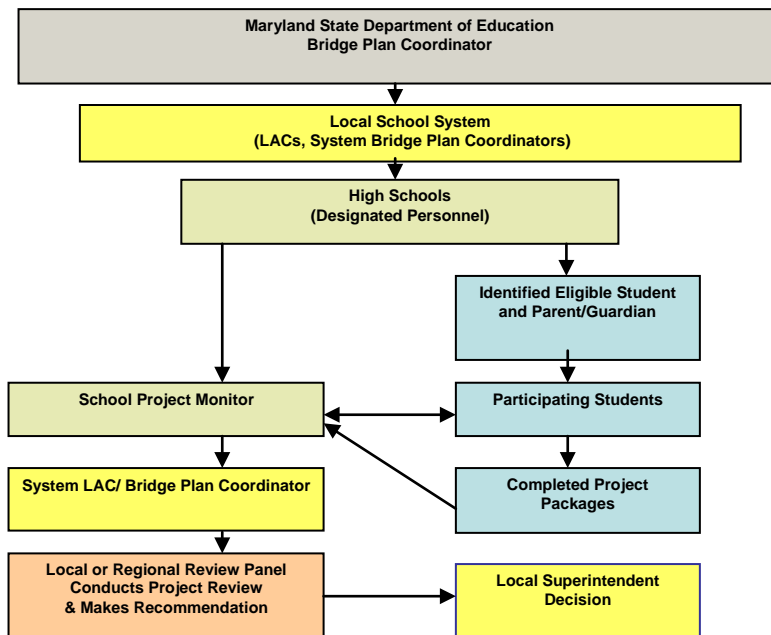
Students who have a verbatim reading accommodation documented in their IEP, 504 Plan, or ELL Plan and who receive that accommodation in instruction must receive the accommodation in their Bridge Plan participation. The accommodation may be provided either by an assigned reader or through technology. All project modules requiring the information in Kurzweil™ will be formatted by the local school system before distribution to the Project Monitor.

## SECTION 3: KEY ROLES AND RESPONSIBILITIES

Although many individuals will be responsible for the successful implementation of the Bridge Plan for Academic Validation within each school system and at each school level, the primary responsibilities will be assumed by several key individuals [Figure 6]. These key individuals are as follows:

- School System Local Accountability Coordinators or Bridge Plan Coordinators
- Designated School-Based Personnel
- Local Review Panel Members
- Local Superintendents
- State Superintendent

**Figure 6: Key Individuals**



### **School System Local Accountability Coordinators (LACs) or Bridge Plan Coordinators**

School system Local Accountability Coordinators or Bridge Plan Coordinators will continue to play a key role in the Bridge Plan for Academic Validation process. Although their roles may vary by definition for each local school system, they are responsible for the following specific functions:

- Coordinate training activities for school-based personnel involved with the Bridge Plan program.
- Access the Bridge Plan project modules, Project Monitor's guide, and scoring documents using a secure code provided by MSDE.
- Disseminate, either electronically or by hard copy, the project modules and Project Monitor guide to each participating high school.
- Set the dates for when the Local Review Panels will meet.
- Provide the scoring documents to Local Review Panels either electronically or by hard copy.
- Develop a process for storing all submitted project modules. (MSDE will periodically request copies of projects to be forwarded for Scoring Consistency Reviews. Copies of projects may also be helpful in the event of an appeal.) Systems may choose to enter them as PDFs in the local school system's database.
  - Projects submitted by students **without** an IEP, 504 Plan, or ELL Plan must be kept until the student graduates and receives a Maryland High School Diploma or for one year after the project is submitted. The system must also store the Student Planner and Agreement Forms, Project Scoring Tool, and Project Acceptance and/or Rejection letters until such time as the materials are "no longer educationally useful."
  - For projects submitted by students **with** an IEP, 504 Plan, or ELL Plan, the local school system must store only the following for five years after graduation (in accordance with IDEA):
    - The entire packet of project materials if the project was rejected and never resubmitted, and
    - The Student Planner and Agreement Forms, Project Scoring Tool, and Project Acceptance Letter if the project was successful.
- Remove the scoring documents from electronic access to the schools and/or dispose of all scoring documents used by the Local Review Panel upon completion of the review.
- Collect and dispose of all project modules materials and Project Monitor guides upon completion of the project modules.
- Complete required documentation for MSDE on a yearly basis, including the name of the school system and each participating school, the number of students participating in the Bridge Plan and the number of students who fulfilled the graduation testing requirement through the Bridge Plan.

### **Designated School-Based Personnel**

The organizational pattern, size of school, and available resources within a school will determine how the Bridge Plan is administered in each local school system, and this may vary by school within the local system. Each local school system will have the responsibility and flexibility to designate specific personnel within each school who will assume critical functions of the Bridge Plan program.

Although the personnel may vary by title and function in the building, it is imperative that key roles are clearly differentiated at the school level. It is critical that the individuals assigned the specific responsibilities of the Bridge Plan receive the proper training to successfully complete

their responsibilities.

Each school within the school system should identify personnel who can perform the following functions:

- Compile a list of students who meet eligibility requirements for participation in the Bridge Plan program.
- Accurately assess the student's qualifications for participation in the Bridge Plan program. This assessment should be based on the student's progress in meeting other graduation requirements, their success in meeting HSA requirements through the current testing system, and their participation in appropriate available assistance. This person must ascertain that the student has earned credit in the HSA-related courses.
- Assure that, if the Bridge Plan is appropriate for a student with disabilities, that the IEP reflects the Bridge Plan.
- Assure that accommodations included in a student's IEP, 504 Plan, or ELL Plan are provided for the student.
- Advise those students who meet eligibility requirements that they may participate in the Bridge Plan program.
- Advise students that in order to participate in the Bridge Plan program, they must have participated in locally-administered or approved assistance.
- Advise students that they may continue to take HSA tests while participating in the Bridge Plan program in order to earn a passing score or a score high enough to use the Combined-Score Option.
- Thoroughly discuss the student's status and the logistics of the Bridge Plan program with the student and their parent(s)/guardian(s).
- Have the participating student and their parent(s)/guardian(s) sign the required Student Planner and Agreement form to assure that the parties involved understand the logistics of the Bridge Plan program and are choosing to participate in the program.
- Identify the appropriate project module(s) the student must complete.
- Provide students with a document outlining the selected project module(s).
- Review the requirements of the project module(s) and set progress review dates to meet with the student.
- Set a completion date for the student's project module(s).
- Oversee students in completing a single Bridge Plan for Academic Validation Project Package that is designed to demonstrate the content and skills related to the HSA the student failed.
- Submit the completed Academic Validation Project Package to the Local Accountability Coordinator or Bridge Plan Coordinator on behalf of the student. The Academic Validation Project Package must include the Student Planner and Agreement which includes a certification that the work submitted was completed by the student and the Project Package Submission Form signed by the student and the Project Monitor.

### **Eligible Staff**

Staff involved in the Bridge Plan program administration must be Maryland teacher-certified, professional school staff and must have received the appropriate training for their specific role. The following staff is eligible for participation with the proper training:

- Maryland teacher-certified academic classroom teachers



- Maryland teacher-certified teachers of special education, gifted and talented, or ESOL
- Maryland teacher-certified teachers of physical education, art, home economics, industrial arts, etc.
- Maryland teacher-certified guidance counselors, media specialists, school psychologists, and school administrators
- Other Maryland teacher-certified teachers who may be working as instructional assistants\*

*\*Maryland teacher-certified instructional assistants who are regular employees of the school system for the purpose of providing instruction are only permitted to provide allowed accommodations to individual students as long as the instructional assistant is not the parent/guardian of a student, and the instructional assistant is under the supervision of an eligible staff member.*

### **Non-Eligible Staff**

Non Maryland teacher-certified instructional assistants who are not regular employees of the school system (i.e. student teachers, parents, volunteers) are not eligible to be involved in the Bridge Plan administration. They may, however, provide instructional interventions.

Maryland teacher-certified teachers who are not regular employees of the school system and who are not on the school's substitute list are also not eligible to be involved in Bridge Plan administration, but they may provide instructional interventions.

### **Review Panels**

Review Panels are assigned the task of assessing the completed Bridge Plan for Academic Validation Project Package. See *Section 4: Academic Validation Review Process* in this administrative manual for the composition and roles of the Local Review Panel.

### **Local Superintendents**

Local superintendents make the final determination regarding the student's fulfillment of the diploma requirement through the Bridge Plan program. See *Section 4: Academic Validation Review Process* in this administrative manual for the role of the local superintendent and the steps involved in fulfilling that role.

### **State Superintendent**

The State Superintendent of Schools is responsible for reviewing all appeals submitted by students whose Bridge Plan for Academic Validation Project Package has been rejected by the local superintendent. See *Section 4: Academic Validation Review Process* in this administrative manual for the basis of this review.

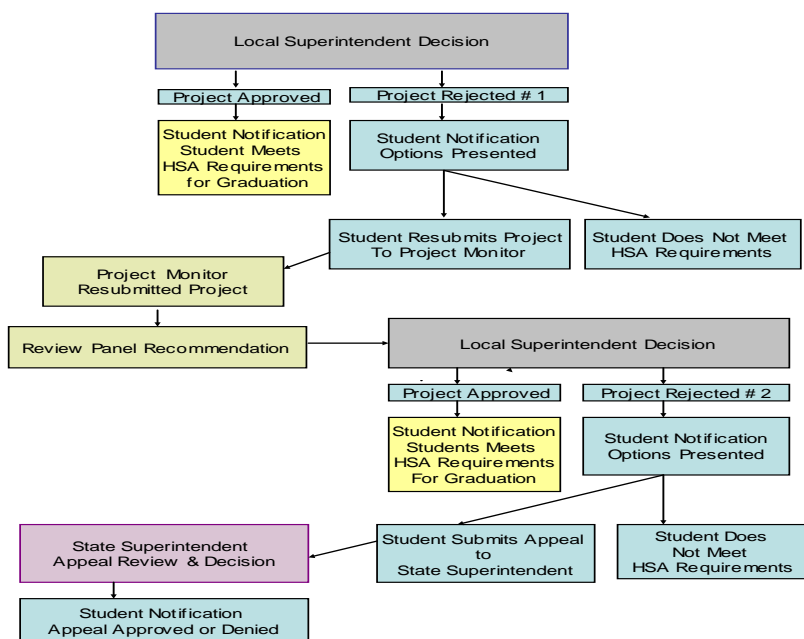


## SECTION 4: ACADEMIC VALIDATION REVIEW PROCESS

### Review Panels

Local school systems will establish a Local Review Panel to assess the Bridge Plan for Academic Validation Project Package(s). The responsibilities for all review panels are the same; however, the logistics and composition for each panel may differ slightly. *(See Figure 7 for the role of key individuals in the decision-making process for a student's Bridge Plan project.)*

**Figure 7: Decision Process**



### Responsibilities of Review Panels

Review Panels must keep in mind that the Bridge Plan for Academic Validation is designed to provide students who meet eligibility requirements an opportunity to obtain a Maryland High School Diploma. The Bridge Plan does not change the Maryland graduation requirements. The Bridge Plan is meaningful, rigorous, and clearly tied to the State standards and affords eligible students an opportunity to demonstrate defined knowledge and skills to graduate. Submitted projects must be substantial enough to show that the student has demonstrated he/she has an understanding of the content and principles in the project content areas.

The Review Panel must have confidence that the submitted Bridge Plan for Academic Validation Project Package is the student's work and is representative of the student's knowledge and skills. By signing the Academic Validation Project Student Planner and Agreement, the student, parent/guardian, Project Monitor, and designated school staff member provide assurance that the work is indeed the individual work of the student.

Though not mandated, where deemed appropriate, a Review Panel may request an interview

with a student. Such interviews may require the student to make a presentation and respond to questions from Review Panel members.

Review Panels are responsible for validating the Bridge Plan for Academic Validation Project Package and reviewing the Academic Validation Project Package for the student's mastery of content.

The essential duties of the Review Panel will be to:

- Conduct a project review to determine that the student has demonstrated he/she has an understanding of the content and principles in the Project Package content area.
- Ascertain that students with disabilities, 504 Plans, or ELL Plans were provided with the appropriate instructional accommodations as defined in their IEP or ELL Plans.
- Assure that the Bridge Plan for Academic Validation Project Package submitted is indeed the work of the student who has submitted the Project Package. The completed Bridge Plan for Academic Validation Student Planner and Agreement will fulfill that requirement.
- Recommend to the local school superintendent that the student has successfully completed his/her Academic Validation Project Package or that the student has not successfully completed his/her project. In cases where the student has not successfully completed his/her project, the panel must provide an explanation detailing why the student has not successfully completed the project. *All recommendations to the local superintendent must occur within a reasonable amount of time.* The review panel must also:
  - Sign the Non-Disclosure Agreement and provide the results of the Panel Review to the school system's Local Accountability Coordinator or Bridge Plan Coordinator.

### **Composition of Local Review Panels**

The Local Review Panel will be assigned the role of assessing an Academic Validation Project Package(s) at the end of the assigned work period. The Local Review Panel will make recommendations to the local superintendent who must give the final approval of an Academic Validation Project Package.

Local school systems with a small number of high schools may cooperatively agree to convene joint Review Panels.

The composition of the review panels may differ for each Academic Validation Project Package; however, consistency of the review is critical. The review panel shall consist of the following members:

- One (1) central office staff member familiar with the requirements of the High School Assessments and the Bridge Plan for Academic Validation to coordinate the scoring process. This person may act as the chairperson of the Local Review Panel.
- A staff member currently certified in special education should be made available on a consultation basis for each scoring site.
- A second language acquisition professional should be made available on a consultation basis for each scoring site.

- Two content-certified staff members for each content area that is part of the student's Academic Validation Project Package. In cases where an Academic Validation Project Package crosses content areas, staff members from the appropriate content areas must be part of the panel. School staff may be part of the review panel; however, the school staff member must not have taught the student in the student's HSA content-related course for the project being reviewed or have been the student's Project Monitor. Local school systems will be able to expand the numbers of teams according to the number of projects to be scored.
- Other designated staff as required for a fair review of the student's project.
- A staff member who has the technology skills and capability to scan and electronically store projects after they are reviewed if they are being stored electronically. (Electronically storing projects is optional.)

### **Convening a Local Review Panel**

The local school system will convene Local Review Panels in a timely manner to assure a prompt review of Academic Validation Project Packages. Adequate time should be allocated so that Academic Validation Project Packages can be evaluated prior to commencement exercises.

Different Local Review Panels may be assigned to different Academic Validation Project Packages based on the content and nature of the packages. However, the panels' recommendations must be consistent and without bias.

The local school system will decide when the Local Review Panel will meet and how meetings of the Local Review Panel will be conducted. Local school systems may determine that all panel members should meet in person for the panel review. However, panels may also meet via conference call, email or the web, or by other methods of communication. Regardless of the method by which a Local Review Panel meeting is conducted, local school systems must take appropriate measures to assure security.

Scoring documents will be provided for the Review Panels. The scoring documents will be specific to the project modules for each content area (*see Section 2: Project Content Expectations – Project Modules and Development Timelines*). The availability of project modules is defined by the project calendar listed in this document. The scoring documents will be available online using secure access codes which will be distributed to each school system Local Accountability Coordinator or Bridge Plan Coordinator when the project modules are available. Scoring may be done electronically or with hard copies.

Local school systems are responsible for defining the timelines with the student for each project that must be completed. These timelines will vary depending on the number of modules that a student must complete, the scheduling pattern for the student's particular school, whether the student completes the project in summer school or as part of an independent study program or other variables. (*After a student has signed the Student Planner and Agreement which includes a defined timeline, there may be extenuating circumstances beyond a student's control which prohibit the student from*

*successfully meeting the agreed upon completion date. The local school system may modify the project's timeline in those cases, and the Local Review Panel would schedule a time to assess the project accordingly.)*

### **Training for Local Review Panel**

Local training is crucial for the successful implementation of the Bridge Plan. Local school systems may conduct their own training after their designated staff is trained by MSDE.

MSDE will provide one training session annually per local school system for a Local Review Panel if requested. Local systems will identify participants to be trained. Training will be specific to roles of members of the Local Review Panel and will include handling of materials and recordkeeping/data entry. Training for content review panel members will be done via videotape and will include rubrics, look-for's, sample responses, and pass/fail weighting.

### **State Review and Standardization**

Local Review Panels will include staff trained by MSDE in the reviews. Subsequently, MSDE will provide assistance or participate on Local Review Panels upon local request so the State can continue to assist in the implementation of standards.

### **Scoring Panel and Consistency Checks**

Local Review Panels will periodically be asked to submit selected projects to MSDE for review. The projects will be reviewed by project developers in the appropriate content area. The reviews will assure consistency in standards across and within school systems. Findings from State reviews will be used to adjust procedures and training for future use of the Bridge Plan, but they will not be used to reverse original decisions of panels. No formal reports will be issued as a result of these checks.

### **Annual Evaluation**

Each year, the State will review Local Review Panel results to evaluate the review process and student use of the Bridge Plan. MSDE will collect and analyze data from local school systems to assess the effectiveness of the Bridge Plan program.

### **Local Superintendent's Decision**

The local superintendent will review the recommendation of the Review Panels and determine if the student has demonstrated mastery of all the identified content from the Bridge Plan for Academic Validation Project Package. The local superintendent can:

- Accept the recommendation of the Review Panel
- Return the recommendation within five calendar days to the Review Panel for further evaluation with specific comments regarding the request for additional evaluation
- Reject the Review Panel's recommendations.

### **Notification of Student**

The local superintendent or superintendent's designee will be responsible for notifying the student and the school of the decision regarding the Bridge Plan for Academic Validation Project Package.

This manner of notification must be sufficient to assure the student receives the information in an expedient manner. If the Academic Validation Project Package has been rejected, the notification must include an explanation of the student's appeal rights.

### **Student Options**

A student whose Bridge Plan for Academic Validation Project Package has been rejected is encouraged to resubmit. The student may also choose to appeal the decision of the local school superintendent. A student who wishes to appeal must submit the appeal in writing to the State Superintendent of Schools within 10 calendar days of receipt of notification.

### **Appeals Process**

A student who wishes to appeal a local superintendent's decision must submit the appeal to the State Superintendent in writing within 10 calendar days from the date the student received the local superintendent's rejection notice. A State Review Panel will review the student's materials and make a recommendation to the State Superintendent.

**The decision of the State Superintendent shall be final.** Upon approval from the State Superintendent, the student will have fulfilled the requirement for the specific HSA content area(s). If the State Superintendent does not approve the student's materials, the local superintendent's decision stands. The student must either retest in the specific HSA content area(s) or rework his/her Project Package in response to the local superintendent's written feedback.

### **Bridge Plan Scoring**

The Academic Validation Project Packages will be scored according to detailed procedures prescribed by MSDE to ensure that each package receives comparable levels of review.

#### **State Scoring Criteria**

Review Panels will be provided with scoring criteria and scoring rubrics, including model responses to items, so that Project Packages can be evaluated consistently. Panel members will be trained by MSDE staff or designated trained local staff as appropriate. This standardization of training will help ensure that the work of all panels will be consistent, even when MSDE staff is not present during reviews.

#### **Scoring Guidelines**

The State will develop scoring procedures and provide training to designated local school system staff to assure consistent and proper scoring of all Academic Validation Project Packages.

#### **Scoring**

In order to ensure equity and consistency, scoring will be done at the local school system level (not the school level). Staff from local schools may be included in a Local Review Panel; however, a panel will not include a teacher or educator who has taught the student in the HSA-content course or the student's Project Monitor.





## **Section 5: Ethics and Security**

### **Code of Ethics and Security Regulations**

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education:

“It is a breach of professional ethics for school personnel to provide verbal or non verbal clues or answers, teach items on the test, share writing prompts, coach, and hint or in any way influence a student’s performance during the testing situation. A breach of ethics may result in invalidation of test [Bridge Plan for Academic Validation] results and LEA or MSDE disciplinary action.”

Unlike the HSA test and its administration, the Bridge Plan does require active participation by school-based personnel to assure successful administration of the Plan itself. A school-based person must be assigned to a participating student while he/she works through the project. The assigned person should make sure the student understands the dimensions of the project, where and how to secure any necessary materials and suggest possible resources. The assigned person is the de facto advisor for the project meeting with the student on the agreed upon review dates. This person may provide direct instruction without providing the exact answer. In the case of a student with an IEP, 504 Plan, or ELL Plan, the assigned person must ensure that all accommodations are met during the completion of the project.

It is imperative that within these guidelines that ethics and security measures are maintained to assure the validity of the Bridge Plan. The student must sign the Student Planner and Agreement Form and the Project Package Submission Form, attesting that the project submitted is that of the student. The designated school representatives must also attest that the submitted project is that of the student.

### **Secure Materials**

All materials used in the evaluation of a student’s Bridge project will be considered secure, including the scoring documents and student booklets.

#### **Scoring Guide**

Scoring Guides are to be held by the Local Accountability Coordinator or Bridge Plan Coordinator and distributed to the school for use by the Local Review Panels. Scoring documents are available on-line through secure access codes provided by MSDE to the Local Accountability Coordinators or Bridge Plan Coordinators. These materials may be used either electronically or in hard copy format. They may only be used during scoring or professional development activities with Project Monitors, and they must be secured accordingly.

#### **Student’s Bridge Plan Packet**

The student’s Bridge Plan packet, which contains his/her personal information, signed forms, and the Review Panel Recommendation to the Superintendent, are considered secure. Once the student has decided to engage in the Bridge Plan, the designated school official will be

responsible for completing the required packet information, which must be secured until given to the Review Panel. After the Review Panel completes the evaluation of the project, the following materials will become part of the student's permanent folder: (1) planner agreement and (2) project acceptance letter.

The student packet for the Bridge Plan containing confidential information may be accessed by the Local Accountability Coordinator or Bridge Plan Coordinator for reference purposes, by school administration, or by designated school personnel working with the student's guidance counselor.

### **Non-Secure Materials**

Project Modules and Project Monitor Manuals for each content area are considered non-secure and will be sent to Local Accountability Coordinators or Bridge Plan Coordinators on-line. The Local Accountability Coordinator or Bridge Plan Coordinator will be responsible for providing these content modules and Project Monitor Manuals to each school's designated person. The Local Accountability Coordinator or Bridge Plan Coordinator may provide the information to each school electronically or in hard copy, but must ascertain that all information provided by MSDE for each content area is received at the school level. These modules and manuals will be used by a number of different individuals who will be working with the student engaged in the project. Access to these modules and manuals should be provided to school personnel as soon as possible after they are received from MSDE.

For each Bridge Plan assessment time period, MSDE will issue a package of HSA content specific project modules. This package may contain both new and previously used modules. Students beginning the Bridge Plan process during this time period will be assigned project modules from this package.

### **General Information Regarding Secure and Non-Secure Materials**

Superintendents, assistant superintendents, local school system content supervisors, principals, assistant principals, and Project Monitors may have access to the project modules, scoring documents, Project Monitor guide, and student materials at any time. Viewing of the scoring documents must be done in a secure setting, and individuals must sign the Bridge Plan Non-Disclosure Agreement.

Local Accountability Coordinators or Bridge Plan Coordinators should provide immediate access to the project modules to all school personnel responsible for the monitoring of a student's project. Although, Project Modules and Project Monitor Manuals for each content area are considered non-secure, it is expected that these materials will not be used for classroom instruction or for any purpose other than its intended purpose as an alternate path of meeting high school assessment graduation requirements.

Scoring documents should remain secured until they are needed by the Local Review Panel or for training purposes. Scoring documents must be returned to the Local Accountability Coordinator or Bridge Plan Coordinator after use by the panel.

Non-certified staff may have access to secure materials only for clerical purposes. (This is especially important since the evaluation results of the Review Panel must be directed to the appropriate personnel in the guidance department of the student's high school.)

Any breach of security should immediately be reported to the school principal. It is the responsibility of the principal to investigate and address security concerns.

Staff that is not specifically involved in a student's Bridge Plan project, the general public, including but not limited to the members of the Board of Education, are not allowed access to secure Bridge Plan materials. The legal authority for this denial is found in §10-618 (c) of the State Government Article, Annotated Code of Maryland:

“(1) Subject to paragraph (2) of this subsection, a custodian may deny inspection of test questions, scoring keys, and other examination information that relates to the administration of licenses, employment, or academic matters.”

## SECTION 6: BRIDGE PLAN MATERIALS

There are several types of materials that school systems and high schools with students participating in a Bridge plan will have to handle. It will be the local school system's discretion to assign personnel to handle these materials.

The materials that are part of the administration of the Bridge Plan for Academic Validation are:

- Bridge Plan for Academic Validation Student Planner and Agreement (secure documents when completed)
- Project Modules (non-secure documents)
- Project Monitor Guide (non-secure documents)
- Scoring Guide (secure documents)
- Student Project (non-secure)
- Administration Forms (non-secure documents)

### **Bridge Plan for Academic Validation Student Planner and Agreement**

MSDE has made the Bridge Plan for Academic Validation Student Planner and Agreement available electronically to each high school. The Student Planner and Agreement will be considered secure and confidential once student data information is entered. Once completed, the Bridge Plan for Academic Validation Student Planner and Agreement will become part of the students' permanent academic folder.

### **Project Modules**

MSDE has developed project modules for each content expectation area. These project modules have been developed to allow students involved in the Bridge Plan to demonstrate their mastery of skills and knowledge in content areas where the students have been unable to achieve a passing score on the High School Assessment or to achieve a score high enough to use the combined-score option. There are three timelines associated with the project modules:

#### **May 2009**

As of May 2009, each curricular area has three project modules in use per content expectation. These project modules were used during the 2008-09 school year, and they will be used for an additional year through summer 2010.

#### **May 2010**

New project modules were piloted in the 2009-10 school year and were available to school systems to review in early May. These projects were used for the first time in August 2010 unless the local school system received prior approval to use them in summer school.

#### **May 2011**

New project modules were piloted in the 2010-2011 school year, and one new project module per content expectation was available to school systems to review in May 2011. Local school systems will use this new module in each content expectation along with revised projects already available.

## **Project Monitor Manuals**

Project Monitor Manuals contain specific guidelines designed to assist the staff member who assigns modules and monitors the student working through the program. The Project Monitor Manuals have been designed to assist the staff member in the facilitation of a student's project. The timelines for availability, usage, and disposition are the same as for the project modules.

## **Scoring Documents**

MSDE will provide scoring documents to Local Accountability Coordinators or Bridge Plan Coordinators electronically via secure access codes at the same time as the project modules are available. These documents may be used electronically or in hard copy format depending on the preference of the local school system. Local school systems will use these documents as needed; however, these documents are considered secure and must remain so throughout their use. They must also be disposed of after their use. The scoring documents will follow the same availability, use, and disposition schedule as the project modules. MSDE will remove the scoring documents from the secure-access site on the disposition dates.

## **Student Projects**

LEAs have the discretion to allow students to submit completed project modules for scoring or may require student to submit all completed project modules in a content area at one time. Upon submission to the Review Panel, successful projects become the sole property of the local school system. By prior signed agreement, the student and his/her parent/guardian agree that the projects are not returnable and agree not to duplicate the project for distribution.

Unsuccessful student projects may be returned to the student for additional work. The student may choose to revise and re-submit the project for evaluation.

Successful student projects fall into two categories:

1. Those submitted by students without an IEP, 504 Plan, or ELL Plan
2. Those submitted by students with an IEP, 504 Plan, or ELL Plan

For those projects submitted by students without an IEP, 504 Plan or ELL Plan, the local school system must store the project and all related materials until the student graduates. Once a student graduates, for each project, the local school system must only store the "Review Panel Recommendation to the Superintendent" and a copy of the Superintendent's letter to the student indicating that the project was accepted for a period of **one year**. The local school system is responsible for storing all materials and may determine the appropriate storage manner. Projects may be stored electronically by having the project scanned, entered on a PDF file and held on the local database.

For those projects submitted by students with an IEP, all project materials must be stored for five years in accordance with Individuals with Disabilities Education Act (IDEA). The means of storage can be determined by the local school system and can either be by hard copy or electronically.

Until a student graduates, local school systems are required to store all projects submitted, including both successful and unsuccessful projects, as this may be helpful in the event of an appeal.

## **SECTION 7: IMPLEMENTATION AND TRAINING SCHEDULE**

### **Implementation of Bridge Plan**

MSDE will provide training to all local school system staff that will be part of the implementation of the Bridge Plan for Academic Validation. Local school systems will identify the participants for each training session. The training will focus on the following areas:

- Implementation of the Bridge Plan for Academic Validation
- Administrative Manual for the Bridge Plan for Academic Validation
- Project Modules
- Local Review Panels

The dates for training for the implementation of the Bridge Plan and the Administrative Manual will be set cooperatively with each local school system.

### **Project Module Training**

MSDE will train Local Accountability Coordinators or Bridge Plan Coordinators to be trainer of trainers to use the project modules. Local Accountability Coordinators may bring specific content staff to be part of this training. This training may be provided in video format.

### **Local Review Panel Training**

MSDE will provide one training session per local school system. The dates of the training session will be cooperatively set to meet the needs of the local school system.

Local training is crucial to the successful implementation of the Bridge Plan. Local school systems may conduct their own training after having their designated staff trained by MSDE. MSDE reserves the right to require updated training as new modules become available and/or the Bridge Plan is modified.





## **APPENDICES**

### **Bridge Plan for Academic Validation Student Planner and Agreement**

**Algebra/Data Analysis**

**Biology**

**English**

**Government**

### **Bridge Plan for Academic Validation Package Submission Form**

**Algebra/Data Analysis**

**Biology**

**English**

**Government**

### **Non-Disclosure Agreement**

### **Review Panel Recommendation to Superintendent**

**Algebra/Data Analysis**

**Biology**

**English**

**Government**

### **Sample Letter for Local Superintendent – ACCEPTED**

### **Sample Letter for Local Superintendent – NOT ACCEPTED**

### **Bridge Plan for Academic Validation School-based Implementation Guide**

### **Validation Center Protocols**

### **Sample Copy of Student Record Card**



# Bridge Plan for Academic Validation

## Student Planner and Agreement - ALGEBRA/DATA ANALYSIS

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

_____	_____	_____
Date	Student Name	Student ID #
_____	_____	_____
Highest HSA Score	School	School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Algebra/Data Analysis HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Algebra/Data Analysis. The student has met or is on schedule to meet all other state and local graduation requirements. The student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are:

	Highest Test		2 <sup>nd</sup> Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
<b>Algebra/ Data Analysis</b>					

Indicate education plan if applicable:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

### ASSIGNING PROJECT MODULE(S)

**Step 1:** Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

**Step 2:** Select appropriate project module(s) and record them below.

HSA score range	390-411	368-389	346-367	324-345	302-323	280-301	Below 280
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

### PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG* ) * MSC = Maryland State Curriculum/CLG = Core Learning Goals	PROJECT CODE		COMPLETION DUE DATE
	Expectation	Number	
Analyzing Patterns and Functions	A-a.		
Modeling Real-World Situations	A-b.		
Collecting, Organizing & Analyzing Data	A-c.		
Using Data to Make Predictions	A-d.		
(List additional projects if appropriate.)			

# Bridge Plan for Academic Validation

## Student Planner and Agreement – ALGEBRA/DATA ANALYSIS

Once complete, this form becomes part of a student's permanent record. (Page 2 of 2)

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

► The **student and his/her parent(s)/guardian(s)**

- Pledge that all work submitted in the Academic Validation Project Package will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Are responsible for ensuring that the work necessary for the Academic Validation Project Package is completed in accordance with the timeline developed by the school;
- Agree that the student's Academic Validation Project Package will never be duplicated, in full or partial form, for distribution; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma testing requirement becomes the sole property of the school system and is not returnable.

► The **Project Monitor** pledges to develop a timeline and completion date schedule for the Academic Validation Project Package, periodically monitor the student's progress, and submit the Academic Validation Project Package to the Review Panel for their review and recommendation to the local school superintendent. The local school superintendent will accept or reject the panel's recommendation and notify the student.

► The **Designated School Representative** pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the testing requirement for the Algebra/Data Analysis High School Assessment. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you are in agreement with the terms of the Bridge Plan for Academic Validation developed for this student and accept the responsibilities outlined above.

\_\_\_\_\_  
Student (Printed)                      Signature                      Date

\_\_\_\_\_  
Parent/Guardian\* (Printed)                      Signature                      Date

\_\_\_\_\_  
Project Monitor (Printed)                      Signature                      Date

\_\_\_\_\_  
School Representative (Printed)                      Signature                      Date

*\*The school shall make every effort to have the parent/guardian sign this document. However, in the case where every attempt has been made without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line.*

## Bridge Plan for Academic Validation Student Planner and Agreement – BIOLOGY

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_  
Highest HSA Score \_\_\_\_\_ School \_\_\_\_\_ School System \_\_\_\_\_

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Biology HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Biology. The student has met or is on schedule to meet all other state and local graduation requirements. At this time, the student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are as follows:

	Highest Test		2 <sup>nd</sup> Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
<b>Biology</b>					

Indicate education plan if applicable:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

### ASSIGNING PROJECT MODULE(S)

**Step 1:** Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

**Step 2:** Select appropriate project module(s) and record them below.

HSA score range	378-399	356-377	334-355	312-333	290-311	268-289	Below 268
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

### PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG* ) * MSC = Maryland State Curriculum/CLG = Core Learning Goals	PROJECT CODE		COMPLETION DUE DATE
	Expectation	Number	
Structure and Function of Biological Molecules	B-a.		
Structure and Function of Cells and Organisms	B-b.		
Inheritance of Traits	B-c.		
Mechanism of Evolutionary Change	B-d.		
Interdependence of Organisms in the Biosphere	B-e.		
(List additional projects if appropriate.)			




## Bridge Plan for Academic Validation Student Planner and Agreement – BIOLOGY

*Once complete, this form becomes part of a student's permanent record. (Page 2 of 2)*

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

► The **student and his/her parent(s)/guardian(s)**

- Pledge that all work submitted in the Academic Validation Project Package will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Are responsible for ensuring that the work necessary for the Academic Validation Project Package is completed in accordance with the timeline developed by the school;
- Agree that the student's Academic Validation Project Package will never be duplicated, in full or partial form, for distribution; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA testing requirement becomes the sole property of the school system and is not returnable.

► The **Project Monitor** pledges to develop a timeline and completion date schedule for the Academic Validation Project Package, periodically monitor the student's progress, and submit the Academic Validation Project Package to the Review Panel for their review and recommendation to the local school superintendent. (The local school superintendent will accept or reject the panel's recommendation and notify the student.)

► The **Designated School Representative** pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the testing requirement for the Biology High School Assessment. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you are in agreement with the terms of the Bridge Plan for Academic Validation developed for this student and accept the responsibilities outlined above.

Student (Printed)	Signature	Date
Parent/Guardian* (Printed)	Signature	Date
Project Monitor (Printed)	Signature	Date
School Representative (Printed)	Signature	Date

*\*The school shall make every effort to have the parent/guardian sign this document. However, in the case where every attempt has been made without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line.*



## Bridge Plan for Academic Validation



# Bridge Plan for Academic Validation Student Planner and Agreement – ENGLISH

*Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)*

\_\_\_\_\_  
Date Student Name Student ID #

\_\_\_\_\_  
Highest HSA Score School School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the English HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in English. The student has met or is on schedule to meet all other state and local graduation requirements. At this time, the student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are as follows:

	Highest Test		2nd Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
English					

Indicate education plan if applicable:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

## ASSIGNING PROJECT MODULE(S)

**Step 1:** Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

**Step 2:** Select appropriate project module(s) and record them below.

HSA score range	374-395	352-373	330-351	308-329	286-307	264-285	Below 264
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

## PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG*) * MSC = Maryland State Curriculum/CLG = Core Learning Goals	PROJECT CODE		COMPLETION DUE DATE
	Expectation	Number	
Reading Comprehension and Interpretation	E-a.		
Making Connections and Evaluations in Reading and Literature	E-b.		

Composing in a Variety of Modes	E-c.		
Controlling Written Language by Applying the Conventions of Standard English	E-d.		
(List additional projects if appropriate.)			



## Bridge Plan for Academic Validation



# Bridge Plan for Academic Validation Student Planner and Agreement – ENGLISH

Once complete, this form becomes part of a student's permanent record. (Page 2 of 2)

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

### ► The **student and his/her parent(s)/guardian(s)**

- Pledge that all work submitted in the Academic Validation Project Package will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Are responsible for ensuring that the work necessary for the Academic Validation Project Package is completed in accordance with the timeline developed by the school;
- Agree that the student's Academic Validation Project Package will never be duplicated, in full or partial form, for distribution; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA testing requirement becomes the sole property of the school system and is not returnable.

- The **Project Monitor** pledges to develop a timeline and completion date schedule for the Academic Validation Project Package, periodically monitor the student's progress, and submit the Academic Validation Project Package to the Review Panel for its review and recommendation to the local school superintendent. (The local school superintendent will accept or reject the panel's recommendation and notify the student.)

- The **Designated School Representative** pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the testing requirement for the English High School Assessment. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you are in agreement with the terms of the Bridge Plan for Academic Validation developed for this student and accept the responsibilities outlined above.

\_\_\_\_\_  
Student (Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian\* (Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Project Monitor (Printed)

Signature

Date

School Representative (Printed)

Signature

Date

*\*The school shall make every effort to have the parent/guardian sign this document. However, in the case where every attempt has been made without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line.*



Bridge Plan for Academic Validation



## Bridge Plan for Academic Validation Student Planner and Agreement – GOVERNMENT

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

Date

Student Name

Student ID #

Highest HSA Score

School

School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Government HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Government. The student has met or is on schedule to meet all other state and local graduation requirements. At this time, the student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are as follows:

	Highest Test		2 <sup>nd</sup> Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
<b>Government</b>					

Indicate education plan if applicable:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

### ASSIGNING PROJECT MODULE(S)

**Step 1:** Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

**Step 2:** Select appropriate project module(s) and record them below.

HSA score range	372-393	350-371	328-349	306-327	284-305	262-283	Below 262
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

### PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG*)	PROJECT CODE	COMPLETION
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* MSC = Maryland State Curriculum/CLG = Core Learning Goals			DUE DATE
	Expectation	Number	
U.S. Government Structure, Function, and Principles	G-a.		
Protecting Rights and Maintaining Order	G-b.		
Systems of Government and Foreign Policy	G-c.		
Impact of Geography on Governmental Policy	G-d.		
Economic Principles, Institutions, and Processes	G-e.		
<i>(List additional projects if appropriate.)</i>			



# Bridge Plan for Academic Validation Student Planner and Agreement – GOVERNMENT

Once complete, this form becomes part of a student's permanent record. (Page 2 of 2)

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

► The **student and his/her parent(s)/guardian(s)**

- Pledge that all work submitted in the Academic Validation Project Package will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Are responsible for ensuring that the work necessary for the Academic Validation Project Package is completed in accordance with the timeline developed by the school;
- Agree that the student's Academic Validation Project Package will never be duplicated, in full or partial form, for distribution; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA testing requirement becomes the sole property of the school system and is not returnable.

► The **Project Monitor** pledges to develop a timeline and completion date schedule for the Academic Validation Project Package, periodically monitor the student's progress, and submit the Academic Validation Project Package to the Review Panel for their review and recommendation to the local school superintendent. (The local school superintendent will accept or reject the panel's recommendation and notify the student.)

► The **Designated School Representative** pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the testing requirement for the Government High School Assessment. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you are in agreement with the terms of the Bridge Plan for Academic Validation developed for this student and accept the responsibilities outlined above.

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Student (Printed)	Signature	Date
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Parent/Guardian* (Printed)	Signature	Date
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Project Monitor (Printed)	Signature	Date
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School Representative (Printed)	Signature	Date
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*\*The school shall make every effort to have the parent/guardian sign this document. However, in the case where every attempt has been made without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line.*

# Bridge Plan for Academic Validation

## Project Package Submission Form – ALGEBRA/DATA ANALYSIS

\_\_\_\_\_  
Date                      Student Name                      Student ID #

\_\_\_\_\_  
Highest HSA Score                      School                      School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
Analyzing Patters and Functions	A-a.	
Modeling Real-World Situations	A-b.	
Collecting, Organizing & Analyzing Data	A-c.	
Using Data to Make Predictions	A-d.	
<i>(List additional projects if appropriate)</i>		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

☐ ELL (English Language Learners)    ☐ IEP (Individualized Education Program)    ☐ 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student's Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

\_\_\_\_\_  
Student Name (Printed)                      Signature                      Date

\_\_\_\_\_  
Project Monitor Name (Printed)                      Signature                      Date

# Bridge Plan for Academic Validation

## Project Package Submission Form – BIOLOGY

Date

Student Name

Student ID #

Highest HSA Score

School

School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
Structure and Function of Biological Molecules	B-a.	
Structure and Function of Cells and Organisms	B-b.	
Inheritance of Traits	B-c.	
Mechanism of Evolutionary Change	B-d.	
Interdependence of Organisms in the Biosphere	B-e.	
(List additional projects if appropriate)		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student's Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for the Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

Student Name (Printed)

Signature

Date

Project Monitor Name (Printed)

Signature

Date

## Bridge Plan for Academic Validation Project Package Submission Form – ENGLISH

\_\_\_\_\_  
Date    Student Name    Student ID #

\_\_\_\_\_  
Highest HSA Score    School    School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
Reading Comprehension and Interpretation	E-a.	
Making Connections and Evaluations in Reading and Literature	E-b.	
Composing in a Variety of Modes	E-c.	
Controlling Written Language by Applying the Conventions of Standard English	E-d.	
<i>(List additional projects if appropriate)</i>		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

☐ ELL (English Language Learners)    ☐ IEP (Individualized Education Program)    ☐ 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student's Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

\_\_\_\_\_  
Student Name (Printed)    Signature    Date

Project Monitor Name (Printed)

Signature

Date



## Bridge Plan for Academic Validation



# Bridge Plan for Academic Validation Project Package Submission Form – GOVERNMENT

Date

Student Name

Student ID #

Highest HSA Score

School

School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC =Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
U.S. Government Structure, Function, and Principles	G-a.	
Protecting Rights and Maintaining Order	G-b.	
Systems of Government and Foreign Policy	G-c.	
Impact of Geography on Governmental Policy	G-d.	
Economic Principles, Institutions, and Processes	G-e.	
(List additional projects if appropriate)		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

☐ ELL (English Language Learners) ☐ IEP (Individualized Education Program) ☐ 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student's Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for the Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

Student Name (Printed)

Signature

Date

---

Project Monitor Name (Printed)

---

Signature

---

Date

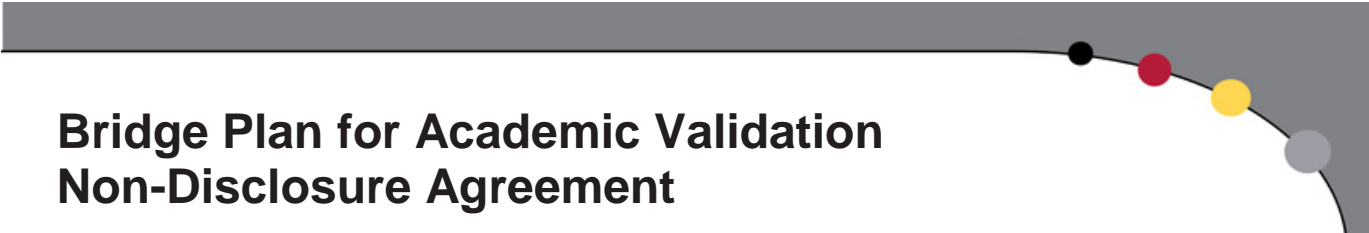


### Bridge Plan for Academic Validation

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## Bridge Plan for Academic Validation Non-Disclosure Agreement

This form is required for all personnel who work with secure materials associated with the Bridge Plan for Academic Validation materials administered by or through the Maryland State Department of Education. The school system must retain completed forms for one year following the last contact of the named person with any Maryland State Department of Education assessment material. Two sets of materials are considered “secure” as part of the Bridge Plan for Academic Validation: Scoring documents and completed student project modules that have been scored.

It is my understanding that the Maryland State Department of Education Bridge Plan for Academic Validation secure materials are confidential. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures, COMAR 13A.03.04. As part of these regulations, I know that I am:

- Not to duplicate Bridge Plan for Academic Validation secure materials for any reason except as authorized by the Maryland State Department of Education directly or through the Local Accountability Coordinator.
- Not to make written notes about the topics or content of the secure Bridge Plan for Academic Validation materials unless requested to do so by the Maryland State Department of Education directly or through the Local Accountability Coordinator.
- Not to provide any part of the Bridge Plan for Academic Validation secure materials for review or other use by any other party(ies).
- Not to disseminate any of the Bridge Plan for Academic Validation secure materials to any other party(ies).
- To return Bridge Plan for Academic Validation secure materials to the representative authorized by the Maryland State Department of Education at the conclusion of any scoring or professional development activity
- Not to discuss the results of any decision regarding a local scoring panel outside the scoring center.

Date \_\_\_\_\_

Name (please print clearly) \_\_\_\_\_

Signature \_\_\_\_\_ Title \_\_\_\_\_

School System \_\_\_\_\_ School \_\_\_\_\_

# Bridge Plan for Academic Validation

## Review Panel Recommendation to Superintendent – ALGEBRA/DATA ANALYSIS

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student ID # \_\_\_\_\_

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
Analyzing Patters and Functions	A-a.				
Modeling Real-World Situations	A-b.				
Collecting, Organizing & Analyzing Data	A-c.				
Using Data to Make Predictions	A-d.				

*The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.*

**Comments from the Review Panel:**

The comments and recommendations provided were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Coordinator Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



## Bridge Plan for Academic Validation

### Review Panel Recommendation to Superintendent – BIOLOGY

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student ID # \_\_\_\_\_

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
Structure and Function of Biological Molecules	B-a.				
Structure and Function of Cells and Organisms	B-b.				
Inheritance of Traits	B-c.				
Mechanism of Evolutionary Change	B-d.				
Interdependence of Organisms in the Biosphere	B-e.				

*The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.*

**Comments from the Review Panel:**

The comments and recommendations provided were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Member Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Review Panel Coordinator Name (Printed)

Signature

Date



## Bridge Plan for Academic Validation



# Bridge Plan for Academic Validation

## Review Panel Recommendation to Superintendent – ENGLISH

Date

Student Name

Student ID #

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) *MSC = Maryland State Curriculum/CLG = Core Learning Goals	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
Reading Comprehension and Interpretation	E-a.				
Making Connections and Evaluations in Reading and Literature	E-b.				
Composing in a Variety of Modes	E-c.				
Controlling Written Language by Applying the Conventions of Standard English	E-d.				

The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.

**Comments from the Review Panel:**

The comments and recommendation above were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Coordinator Name (Printed)

Signature

Date



Bridge Plan for Academic Validation



## Bridge Plan for Academic Validation

### Review Panel Recommendation to Superintendent – GOVERNMENT

Date

Student Name

Student ID #

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
U.S. Government Structure, Function, and Principles	G-a.				
Protecting Rights and Maintaining Order	G-b.				
Systems of Government and Foreign Policy	G-c.				
Impact of Geography on Governmental Policy	G-d.				
Economic Principles, Institutions, and Processes	G-e.				

*The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.*

**Comments from the Review Panel:**

The comments and recommendations provided were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

\_\_\_\_\_  
Review Panel Member Name (Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Review Panel Coordinator Name (Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Bridge Plan for Academic Validation

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## Bridge Plan for Academic Validation Sample Superintendent's Letter – ACCEPTED

Congratulations!

Your [CONTENT AREA] Bridge Plan for Academic Validation Project has been reviewed and accepted. Through the Bridge Plan option, you have met \_\_\_ partially met \_\_\_ (check one) the [CONTENT AREA] portion of the Maryland High School Assessment graduation requirement. If you have not already done so, you must also fulfill the High School Assessment requirement in the other three content areas to complete the testing requirement for graduation.

You will also need to meet all other graduation requirements—State and local course credits, service-learning requirements, and other local requirements—in order to receive a Maryland High School Diploma. Your school counselor will be able to advise you about meeting these requirements.

Again, congratulations on your accomplishment. If you have any questions, please call [CONTACT NAME] at [PHONE NUMBER].

Sincerely,

Local Superintendent Signature

## **Bridge Plan for Academic Validation Sample Superintendent's Letter – NOT ACCEPTED**

Your [CONTENT AREA] Bridge Plan for Academic Validation Project Package has been reviewed but was not accepted for meeting the [CONTENT AREA] portion of the Maryland High School Assessment graduation requirement. The review panel provided the following comments as to why your Bridge Plan Project Package was insufficient:

### **COMMENTS:**

### **You now have several options which you can consider:**

(1) Resubmit your Project Package.

Based on the comments from the review panel, you can continue to work on your Project Package and resubmit it for review. If you choose this option, you are responsible for notifying your Project Monitor, arranging meetings with him/her, and ensuring that the revised Project Package is resubmitted in the appropriate time for review. Your Project Monitor will assist you during this time and when you resubmit the Project Package for review.

(2) Appeal this decision.

You also have the option to appeal this decision to the Maryland State Superintendent of Schools. If you choose this option, you must submit a letter to the State Superintendent's office within ten (10) calendar days from the day you receive this letter. Your appeal letter should address why the decision not to accept your Academic Validation Project Package is incorrect. A State Review Panel will review your materials and make a recommendation to the State Superintendent. The address for the State Superintendent is:

Maryland State Superintendent of Schools  
ATTN: Bridge Plan for Academic Validation

200 West Baltimore Street  
Baltimore, MD 21201

If the State Superintendent approves your Project Package, you will have fulfilled the High School Assessment requirement for this specific content area.

If the State Superintendent does NOT approve your Project Package, the decision and comments in this letter stand. At that point, you can either rework your Project Package using the comments and directions above or you can retest in this specific content area to

earn a passing score or a score that will allow you to use the Combined-Score option to meet the High School Assessment requirement.

Your school counselor and/or Project Monitor will be able to advise you about these options.

**General Graduation Requirements:**

You must meet the Maryland High School Assessment requirement for graduation by demonstrating knowledge and skills in four content areas – algebra/data analysis, biology, English, and government. You must fulfill the requirement in all four content areas to complete the testing requirement for graduation. You also need to meet all other graduation requirements—State and local course credits, service-learning requirements, and other local requirements—in order to receive a Maryland High School Diploma. Your school counselor will be able to advise you on meeting these requirements.

If you have any questions about the content of this letter, please call [CONTACT NAME] at [PHONE NUMBER] immediately.

Sincerely,

Local Superintendent Signature





# Bridge Plan for Academic Validation

## School-Based Implementation Guide

There are three key principals for effective implementation of the Bridge Plan for Academic Validation that will allow the highest percentage of students to reach graduation eligibility:

- 1) Accurately identifying student participants
- 2) Selecting an organizational model for delivering services
- 3) Ensuring that students receive effective instruction

### Accurately identifying student participants

- 1) It is imperative that the local school system (LEA) provide schools an ***accurate list of enrolled students and the student's HSA pass/fail status***. Schools should also check LEA data against information from students' cumulative folders to ensure accuracy.
- 2) An administrator, bridge coordinator, guidance counselor, or some other staff member must ***identify those students who are eligible for the Bridge Plan for Academic Validation***. Students must meet the following criteria:
  - a) Making satisfactory progress toward graduation (credits, service learning, local requirements, etc);
  - b) Received a passing grade and earned credit in the HSA-related course;
  - c) Failed an HSA at least twice after receiving appropriate assistance; and
  - d) Demonstrate overall satisfactory attendance, as locally defined.
- 3) ***School-based staff must contact Bridge Plan-eligible students and their parents to review the available options for meeting the testing requirement***. At the end of this meeting, there should be an agreement on the option(s) the student will be working on and ***signatures should be secured on the appropriate forms***. The options are:
  - a) Continue to receive appropriate assistance and retest until the student meets the Combined-Score Option. (Students must earn 1208 or more when the three HSA test scores are added together.)
  - b) Identify the content area(s) where the student would be using the Bridge Plan and the specific Bridge Plan projects the student would be completing. Complete the Academic Validation Student Planner & Agreement.
  - c) Agree to pursue a parallel path, which involves working on Bridge Plan projects while participating in appropriate assistance leading to re-taking one or all of the HSA exams.

***(Note: If a student increases their score in a particular content area, they may meet the Combined-Score Option or reduce the number of Bridge Plan projects they must complete.)***

### Selecting an organizational model for delivering services

- 1) There are a variety of delivery models available to support students working on Bridge Plan projects. ***The building principal, in collaboration with LEA staff, will determine which***

***delivery model best fits the individual school.*** Selection of an appropriate delivery model will depend on two key variables:

- a) The number of students participating in the Bridge Plan in each content area;
  - b) The resources available (staffing allocations, pay for after school work).
- 2) ***Schools around the state are pursuing a variety of delivery models.*** The list below is not exhaustive, but merely attempts to share best practices being used throughout Maryland:
- a) Include a class in the master schedule specifically for students working on Bridge Plan projects;
  - b) Group students who are eligible for the Bridge Plan in an HSA mastery class with students who have failed an HSA only once. Instruct ALL students using HSA mastery materials so ALL students participate in the October HSA administration. At that time, Bridge Plan-eligible students will begin working on assigned Bridge Plan projects (parallel path).
  - c) Develop a pull-out program where assigned Project Monitors pull students from existing classes to work on Bridge Plan projects;
  - d) Utilize extended lunch or advisory periods as time for students to meet with Project Monitors.
  - e) Conduct an after-school program for students working on Bridge Plan projects.
  - f) Utilize online resources that will facilitate Project Monitor and student communication.

Other delivery models are possible. However, regardless of the delivery model, it is imperative that students with an IEP, 504 Plan, or ELL Plan receive the appropriate accommodations.

***NOTE: Bridge Plan pilot site visits during Summer 2008 showed that the highest project completion success rates were with students who were in daily contact with Project Monitors.***

## **Ensuring that students receive effective instruction**

The Project Monitor will work directly with students to facilitate completion of the Bridge Plan project(s); however, the submitted Academic Validation Project Package must be solely the work of the individual student. Interaction between the Project Monitor and the student will vary depending on the school's chosen organizational model for delivering services. Summer 2008 Bridge Plan pilot implementation revealed important characteristics of effective instruction that led to successful project completion.

- 1) ***Forming an effective relationship between Project Monitor and student is critical.*** Since students completing Bridge Plan projects have not experienced success on the HSA multiple times, they obviously need a great deal of encouragement and support as they tackle these challenging projects.
- 2) ***Project Monitors must become intimately familiar with the Bridge Plan projects students are completing.*** The content knowledge required for successful completion is tied directly to the Core Learning Goals. Project Monitors should consult with curriculum specialists/department chairs in advance to ensure they have a good working knowledge of all aspects of the Bridge Plan projects.

3) ***Project Monitors should review two items related to Bridge Plan project scoring that will assist greatly as they guide students toward successful project completion:***

- a) Each project ends with the Project Scoring Criteria in the form of a checklist. Guiding students carefully through this checklist is critical.
- b) Review the sample scoring tool for public release projects. Project Monitors can obtain the sample scoring tool from the LEA's Local Accountability Coordinator.

4) ***Bridge Plan projects are instructional interventions. Students will be successful when Project Monitors facilitate project completion by employing the following instructional techniques:***

- a) Break down Bridge Plan project completion dates into smaller parts; perhaps even exceed the number of ***Check Points*** beyond those indicated in the Project Monitor Guide and Student Project documents.
- b) Teach important concepts and skills found in the Core Learning Goals immediately prior to having students demonstrate that knowledge in their Bridge Plan projects. Instruction can be individual, in small groups, or in larger groups.
- c) Provide frequent feedback to students. DO NOT let students continue progress on a project until they have successfully completed initial steps. While ultimately students MUST produce work that is solely their own, Project Monitors are encouraged to point out errors, inaccuracies, and inconsistencies along the way so students will ultimately be successful.
- d) LEA's may consider developing parallel projects that mirror the actual Bridge Plan projects students will complete. Project Monitors may walk students through these projects prior to having the student tackle the actual Bridge Plan project.

**The overall goal of the Bridge Plan for Academic Validation is to provide an opportunity for students to demonstrate mastery of the Core Learning Goals using methods other than paper and pencil tests.** Completion of a Bridge Plan project, coupled with whatever instruction, review, and practice the student requires, provides an alternative way to demonstrate content mastery.

In feedback MSDE received from the summer Bridge Plan pilot implementation:

- Students indicated that the projects are challenging. Yet, with assistance, the student was able to share what they knew about a subject.
- Project Monitors working with these students indicated that the Bridge Plan projects are fair, yet challenging, and are an excellent tool, tied closely to the Core Learning Goals, for students to demonstrate content mastery.

# **Bridge Plan for Academic Validation**

## **Validation Center Protocols**

# Validation Center Protocols

Local Education Agencies (LEAs) have the flexibility to convene local Validation Center for scoring panels whenever needed. They may do so individually or in concert with other LEAs. If two or more LEAs decide to establish a regional Validation Center, the center is still considered locally controlled. Whether LEAs individually convene a Validation Center or participate in a regional center, protocols must be assured.

LEAs will:

- Recruit scoring panel members
- Train scoring site members by function
- Chairperson
- Content assessor
- Devise an efficient and operational system which meets the needs of the number of participants
- Assure security throughout the scoring process.

The location of a Validation Center is left to the discretion of the LEA. However, the center must be of adequate size to satisfy the volume of project modules to be scored. The center location should be determined based on the information gathered from schools submitting Bridge Plan for Academic Validation Project Packages.

To start, the LEAs should gather the name of the high schools submitting Project Packages and the number of packages being submitted prior to determining the location of the Validation Center. In order to recruit appropriate scoring panel members, the LEAs will also need to know the number of Project Packages being submitted by each high school in the following categories:

- Content area
- Special education consultation
- 504 reviews
- Second language acquisition

The Local Accountability Coordinator (LAC) or Bridge Coordinator should identify a numerical coding system to place on all Project Packages as they are received. Below is an example of a Validation Center's coding, but any coding system is acceptable as long as it satisfies the need of the LEA.

School Name	School Code	Content Area	Project Code	Validation Center Code
Taft High School	1	Biology	B-b.1	1B-b.1
Wilson High School	2	Algebra	A-c.2	2A-c.2

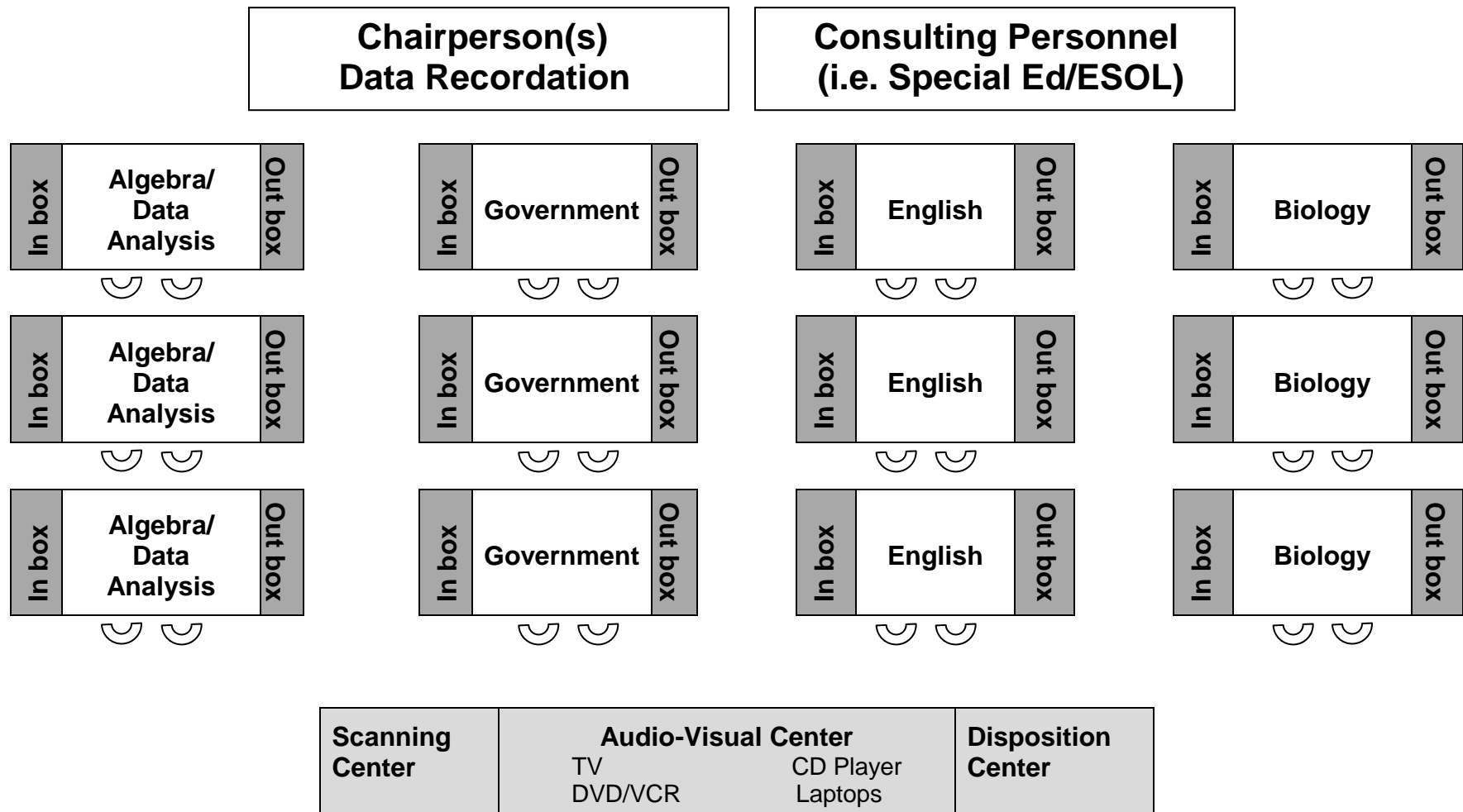
The Validation Center must have the capacity to perform the requisite functions associated with scoring. Specifically, the facility must have:

- Adequate heating/cooling, ventilation, and lighting
- Sufficient furniture for all participants

- Laptop/wireless capability for each participant
- Adequate AV connection
- Project scanning capability and
- Capability to dispose of secure materials.

The facility should also have sufficient break and rest facilities to accommodate the number of participants.

# Bridge Plan for Academic Validation Scoring Center Prototype





# Validation Center Protocols

## Site Security

Of primary concern is to have a facility that promotes the security of the submitted Project Packages, assessment data, and participants. Below are safeguards to consider to assure security at all sites:

- Controlled access to the room(s) where assessment occurs
- Materials should be accepted and returned on a receipt-basis only. This should be strictly controlled by the Chairperson of the Validation Center.
- All participants working in the Validation Center must sign a non-disclosure statement agreeing not to use or divulge any information concerning student Project Packages, scoring guides, or results of the assessment. This non-disclosure form is contained in the Administrative Manual.
- Cell phone use in the Validation Center is prohibited. Cell phones must remain off during scoring and used only at designated times.
- Only LEA administrative personnel and MSDE personnel associated with the Bridge program will be permitted in a Validation Center.

## Roles and Responsibilities

The information below is a summary of the roles and responsibilities for the Validation Center. For more fully defined descriptions of the below roles and responsibilities, see the Administrative Manual.

In general, MSDE will:

- Provide LEAs with the scoring tools for each of the projects
- Provide initial training for Validation Center participants
- Act as a resource for all training materials
- Act as a resource for LEA scoring sites
- Provide guidance or interpretation on scoring rules/tools, and
- Provide statewide feedback from information compiled via the HSA Status and Completion end-of-year reporting manual.

The Local Accountability Coordinator (LAC) or Bridge Plan Coordinator will:

- Be responsible for all aspects of the scoring project defined in the Administrative Manual, including site location and scoring tool to assessors
- Monitor scoring sites
- Provide proper training prior to the Validation Center work
- Assess the progress of the Validation Center
- Maintain communication with MSDE on an as needed basis, and
- Complete or provide information to the LEA person responsible for submitting information via the HSA Status and Completion Manual.

The Chairperson/Director of Validation Center will:

- Develop a schedule for center operations
- Compile a scoring participant roster
- Identify content scoring teams with seat locations
- Arrange for third party resolution, if needed
- Assure non-disclosure forms are signed by participants
- Ensure that equipment needed is available and functional (i.e. computers, A-V equipment, etc.)
- Assist with or provide for the use of video or other media use when needed
- Schedule student for assessment interviews if needed, and
- Monitor or participate in all Project Package scanning.

## Roles and Responsibilities (*continued*)

The Chairperson/Director of Validation Center will:

- Accept and process all Project Packages in an efficient manner
- Distribute scoring guides in the selected appropriate format (i.e. electronic, disk, hard copy)
- Assign the proper tracking codes to all projects
- Provide receipts to all submitting schools
- Return rejected projects on a receipt basis to the submitting schools
- Submit composite scoring sheet to the LAC or Bridge Coordinator
- Enter appropriate data on the local data base
- Make recommendations to the local superintendent or designee at the completion of the Validation Center, and
- Support MSDE personnel on site.

A Validation Center Scorer will:

- Complete training and meet qualifications as defined in the Administrative Manual
- Score projects accurately
- Alert chairperson/director of the need for resolution scoring, and
- Alert chairperson/director of issues not covered in training.

The Scanning Operator/Material Handler will:

- Under the supervision of the Chairperson(s), unpack and inventory Project Packages by school and assign them a local coding label
- Collect and scan all projects either prior to assessor distribution or when the projects have been assessed on an hourly basis
- Maintain a log of all scored Project Packages
- Submit completed Project Packages to the Chairperson(s)/Director for assessment and disposition
- Supply Project Packages to the content assessment teams, in conjunction with the Chairperson(s)/Director, and
- Assist the Chairperson(s)/Director in the disposition of materials, per LEA guidelines.

Other Validation Center Support:

- AV/Media Technician: LEAs may wish to staff Validation Centers with personnel capable of operating any of the needed technology to view, listen, tape, or electronically access a Project Package for accurate assessment.
- Information Technology (IT) Technician: LEAs choosing to electronically score Project Packages may choose to staff the Validation Center with an IT person.

## Data Entry Requirements

**MSDE Requirements:** The HSA Status and Completion Manual, provided by the MSDE Division of Accountability and Assessment, provides details on Bridge Plan participation information reporting required by MSDE. The reporting requirements, per content area, can be found on pages 6 and 7 of the manual.

**LEA Requirements:** Reporting information required by each LEA will be based on the needs of the system, and the format will be dictated by each school system's local data base. The information entered should be either transferable or extractable to supply the information needed as described in the HSA Status and Completion Manual.

### **Data Entry Requirements (*continued*)**

It is suggested that regardless of format, the following information be entered:

Student's Name: \_\_\_\_\_

ID# : \_\_\_\_\_

High School: \_\_\_\_\_

Content Area: \_\_\_\_\_

MSDE Project Code: \_\_\_\_\_

Other LEA Information: \_\_\_\_\_

Results: \_\_\_\_\_

☐ Yes      ☐ No

## Bridge Plan

## Validation Center Check List

Center Chair/Director

\_\_\_\_\_  
First Name Last Name

Date \_\_\_\_\_

Local School System

\_\_\_\_\_ Center Location \_\_\_\_\_

Y N NA

O O O

Daily schedule developed

O O O

Presentations scheduled, if appropriate

O O O

Equipment available and functional

O O O

Computers networked to MSDE

O O O

A-V equipment

O O O

County/school receipts completed for projects received

O O O

Project Packages tracking codes assigned

O O O

Project Packages scanned and electronically stored

O O O

Scoring participants list completed, see attached

O O O

Scoring teams identified and assigned seat locations

O O O

Non-disclosure forms signed by scoring participants

O O O

Project Packages distributed to scoring teams with plan for efficient rotations

O O O

Scoring guides distributed to appropriate scoring participants

O O O

Electronic

O O O

Disk

O O O

Hard Copy

O O O

Scoring sheet collected from all scoring participants

O O O

Third party resolution arranged

O O O

Composite scoring sheet completed

O O O

Data entry completed

O O O

Scoring guides properly disposed

O O O

Removed electronically

O O O

Disks collected

O O O

Hard copy destroyed

O O O

Scoring participant's notes disposed

O O O

Composite scoring sheet copy and county/school receipts completed for projects returned and sent to county/schools

Recommendations(s) sent to superintendent, if appropriate

## Scoring Participants Roster

(Attach to Validation Center Check List)

\_\_\_\_\_ **Date** \_\_\_\_\_

**First Name** **Last Name**

\_\_\_\_\_ **Center Location** \_\_\_\_\_

Content Area/Specialty

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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## Bridge Plan

## Student Project Packages Composite Scoring Results

Center Chair/Director \_\_\_\_\_ Date \_\_\_\_\_  
First Name Last Name

Local School System \_\_\_\_\_ Center Location \_\_\_\_\_

STUDENT NAME	SCHOOL/INSTITUTION	PROJECT PACKAGE RESULTS		
		COMPLETE	PARTIALLY COMPLETE*	REJECTED*
		O	O	O
		O	O	O
		O	O	O
		O	O	O
		O	O	O
		O	O	O
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*See student's composite scoring sheet for comments.*

## Bridge Plan

## Student Project Packages Receive and Return Receipt

Center Chair/Director \_\_\_\_\_ Date \_\_\_\_\_  
First Name Last Name

Local School System \_\_\_\_\_ Center Location \_\_\_\_\_

### PROJECT PACKAGE DELIVERY CONFIRMATION

Date \_\_\_\_\_ No. of Project Packages \_\_\_\_\_ Student Roster Attached ☐ Yes ☐ No

School (print name) \_\_\_\_\_ School Signature \_\_\_\_\_

\_\_\_\_\_  
Chair/Director Signature

### PROJECT PACKAGE RETURN CONFIRMATION

Date \_\_\_\_\_ No. of Project Packages \_\_\_\_\_ Student Roster Attached ☐ Yes ☐ No

School (print name) \_\_\_\_\_ School Signature \_\_\_\_\_

\_\_\_\_\_  
Chair/Director Signature

COMMENTS:

\_\_\_\_\_

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**ANNUAL SECONDARY SCHOOL PERFORMANCE DATA SUMMARY  
GRADE LEVELS 9-12**

STUDENT RECORD  
CARD 3 SIDE 1  
Maryland State  
Department of Education  
Rev. 12/05

Legal Name \_\_\_\_\_ ID# \_\_\_\_\_ Birth Date: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

**MARYLAND HIGH SCHOOL ASSESSMENTS (HSA)**

Combined Score Required:

Requirement met: ☐ Date (when met) \_\_\_\_\_

HSA EXAM	Highest Scaled Score Earned	Bridge Plan	Alt HSA	Mod HSA
English <input type="checkbox"/>	_____	_____	_____	_____
Biology <input type="checkbox"/>	_____	_____	_____	_____
Algebra/Data Analysis <input type="checkbox"/>	_____	_____	_____	_____
Government <input type="checkbox"/>	_____	_____	_____	_____
Combined Score <input type="checkbox"/>	_____	_____	_____	_____

**Maryland High School Assessments  
Local School System Label Final HSA Scores**

**Local School System  
Label**

School Year __/__/__ Grade Level _____		
School _____		
Name _____		
Subject	Final Grade	Credits Earned

School Year __/__/__ Grade Level _____		
School _____		
Name _____		
Subject	Final Grade	Credits Earned

Diploma ____ Certificate ____ Date of Completion __/__/____	
School Name	
School Address	Phone No.
Signature of Principal or Designee	Date